

TEACHER PERCEPTIONS OF MANAGEMENT IN SCHOOLS

(A qualitative study involving interviews with a selection of primary, secondary and independent school teachers in Lothian Region).

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DECLARATION

This thesis has been composed solely by myself. The work presented is my own unless otherwise acknowledged.

Peter Hitt

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This research has arisen from a personal interest in management in general but in particular the system which operates in the Education Service. I have been especially interested to discover how teachers define and understand the topic of management and to investigate what action might be appropriate to develop understanding and ability in this field.

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CHAPTER 1

The Problem : Perceptions of Management in Schools

1.1 Introduction

The effective management of human resources is a major issue facing organisations today. The rapid rate of change in society at large has produced many new problems which require careful managing if they are to be resolved successfully. In many quarters the need is now recognised for the education service to respond to change and to produce well educated people who are adaptable, reliable, inventive and well motivated with good problem solving skills.

Only recently has management in the education service being considered as an essential element in the effective delivery of the process of learning. The relationships in the school and the classroom between the pupil and the teacher depend on a supportive and appropriate structure for the management of the school. Pressure has developed from a number of organisations including the Department of Education and Science (D.E.S.) and the Scottish Education Department (S.E.D.) to improve the management structure and process within schools and in 1988 the S.E.D. gave a lead through two publications Effective Secondary Schools (1) and Management Training for Headteachers (2).

Some politicians have claimed there has been a decline in public confidence in the education service because people feel the service has not been able to deliver what they have expected. This in turn has led to questioning, by both politicians and the public, about the way the service is run with less willingness to allocate resources. This view has been exacerbated by a fall in spending in the service due to the weakness of the economy and a reduction in per capita spending due to a decline in pupil numbers.

The pressure in the education service due to contraction and decline creates stress which affects the human relations within the schools and requires heads and senior staff to use the appropriate management skills to handle the effects in a positive and supportive manner. Those responsible at government and local level have been slow to respond to the pressure to improve headteachers' management skills and yet if heads are to be successful this will need to be tackled as a matter of urgency. This point is made forcibly by Jones in Leadership for Tomorrow's Schools :-

Learning how to adapt to a rapidly changing environment, managing processes of change (and all the anxiety that goes with this process), developing a contingency approach to management in which leadership styles change to suit the prevailing conditions - these are new and difficult skills for which the Heads need help, training and support. (3).

The difficulty that headteachers are experiencing is apparent from the number of early retirements being taken. David Styan, Director of the North West Educational Management Centre identifies the problem as:

.....the growing evidence of stress among existing senior managers, the rapid rate of retirement, and the falling off of the numbers of those applying for headships and deputy headships. (4).

The pressure for accountability is leading to changes in the tasks and the role of the head with greater emphasis on management which will affect the work of the teachers and their perceptions of the headteachers. The way in which this process is managed in the future will affect the ability of staff to cope with the changes. It is hoped that this study will be able to contribute to understanding the process of change which is occurring by examining what the teaching profession feels and thinks about the current educational management scene.

1.2 Historical Perspective

Britain appears to have fallen behind a number of developed western nations in terms of the training given to industrial management staff and this may partly account for our lack of success in the international market place. Comparisons with the education service reveal a similar picture. At least nine Australian universities and colleges of advanced education are offering degrees and diplomas in educational administration. Overall management education which includes training managers for business produces, in the USA, 60,000 American M.B.A.'s each year which is greater

than the entire output of Britain's universities in all disciplines.

There is a developing consensus amongst the teaching profession, the Department of Education and Science, the Scottish Education Department, and the local authorities, that educational management should be improved and appropriate training introduced. The introduction of school boards is likely to increase this pressure.

The D.E.S. Survey, Aspects of Secondary Education in England, revealed the following common features of well managed schools:

Priorities were clearly defined and included, though with variations in emphasis the development of pastoral care, close cooperation between academic and pastoral structures, academic success, staff development and appraisal of the school's performance. Most heads in these schools initiated ideas and policy, but also readily encouraged ideas in others and reconciled opposing interests and views. Styles of leadership varied with personality and included both authoritarian and democratic approaches, but most of these heads consulted fully the staff of their schools and allowed decision-making to be widely shared while retaining an overall and acknowledged leadership.(5)

The research of Nias and Rutter, which will be referred to in chapter 2, shows that school success is affected by such issues as communication, leadership, decision-making process, evaluation, personality of the headteacher, cooperation and co-ordination, which are aspects of the management style operating within the organisation.

In Britain, in recent years, there have been a number of reports relating to management in schools with an emphasis on accountability and quality. The D.E.S. published circ. 3/83 and 4/84 about management in schools and in Scotland the S.E.D. produced an H.M.I. report Learning and Teaching in Scottish Secondary Schools: School Management.(6) which was followed by the Main Report.(7) The Main Committee was particularly concerned with the issues of management in the education service. It wanted a greater devolution of genuine managerial authority down to the school level with headteachers and their staff being more accountable to their employers and headteachers having more responsibility for financial management. The Report recommended that headteachers should have greater management responsibility in relation to staffing, expenditure on teaching materials and supplies, office equipment and maintenance costs using any savings to support

priorities in the school. It recommended that employers should prepare statements of headteachers' duties and powers in consultation with headteachers' associations.

Appraisal has been seen as a method of improving accountability and quality. The Graham Committee which made an in-depth study into appraisal in England whilst also identifying appraisal schemes in the United States, France and West Germany suggested how appraisal might be developed in England.(8) Educational management development, including appraisal, is being undertaken in the United Kingdom and a number of interesting initiatives have taken place. Two local authorities are worthy of mention, Cleveland and Humberside with the former having established management training courses for headteachers and deputy heads at primary and secondary levels. During the first three years of the programme approximately one thousand senior staff participated. The latter authority has established a similar scheme known as the Humberside Strategy. The Cumbria Education Authority also runs management development courses for senior staff in schools and it has used outdoor residential schemes for this purpose. In Bristol a national development centre has been established for school management training and in Scotland courses are run at Moray House College under the auspices of the Scottish Centre for Development in School Administration. Nationally the Industrial Society has established a section which is responsible for training educators in management skills.

During the 80's two interesting books appeared, with the theme of excellence in management, both of which have had an influence on management thinking. In 1982 Peters and Waterman published In Search of Excellence in the US.(9) They identified eight attributes of successful companies. Three of special interest are simple structures, a concentration on core values and a broad dispersal of leadership. The book has had a wide influence on management, including the field of educational management, in the USA and Britain. In Britain Goldsmith and Clutterbuck's publication, The Winning Streak, appeared modelled on similar lines to the American book but drawing lessons from British companies.(10) The Audit Commission followed with a publication Excellence and Local Government.(11). The former controller of the Audit Commission, John Banham suggested 'excellence' is achieved through strong consistent leadership which has the following characteristics: a bias for action; closeness to clients; maximum delegation; respect for people; good communication and a simple structure with a 'lean' staff. This

'excellence' movement highlights the 'soft' and 'hard' parts of management where the former are concerned with interpersonal aspects and the latter more task orientated. In relation to schools this means having a clearly understood vision of what is being attempted is just as important as having an appropriate organisational structure.

The S.E.D. Report on School Management made a number of interesting observations.(12) It found that the welfare of professional staff was not well catered for and no formally organised schemes of staff development existed nor were there any appraisal schemes operating. Headteachers had failed to make clear their expectations of staff who had no defined accountability and few schools were found to have explicit management priorities.

Within recent years the Manpower Services Commission, now the Training Commission, has had a major impact on training. Although negative consequences can be argued there is certainly a positive side to this involvement although political overtones sometimes obscure the issues. It is not the purpose of this review to debate the arguments concerning training but merely to comment on the different schemes which are being developed through the Training Commission and to note that they are having an impact on the education service. The schemes referred to are the Youth Training Scheme, Employment Training, the Technical and Vocational Education Initiative (TVEI) and related in-service training. All these schemes include a minor or major element of education or training and most if not all have an impact on the education service and in some respects the way in which it is managed and delivered. They have led to a greater awareness of the need to clarify objectives and monitor levels of achievement.

1.3 The Importance of the Study

The empirical evidence available on educational management is limited, although some work has been done in the United States and England and this will be described in a subsequent chapter.

Changes in the management of the education service will be necessary if it is to respond to current pressures for accountability. These changes will need to affect both the school management style and classroom organisation and management, resulting in a more structured and consultative approach. The purpose of this study

is to try to identify the perceptions staff have of the process of management which is taking place in schools and to indicate issues which may require attention.

The need for school management is raised by Colin Riches who points out that with nearly 33,000 schools in the United Kingdom, with a teaching staff of half-a-million and even more non-teaching staff, there can be little doubt that it is necessary to address the issue.(13) This is an indication of a massive investment in a service. How effectively is the service managed? Is it possible to improve the management of the service and what would be the advantages of so doing?

This research project originally arose from an interest in leadership and management in the education service, including possible ways of improving understanding and organisation. A small pilot study in one secondary school revealed differences in perspective between the senior management team consisting of the headteacher, depute and assistant headteachers and the middle management team, consisting of the principal teachers and the non promoted staff. Perception and communication appeared to cause some management problems with some staff preferring a participatory approach by management whilst others preferred to be directed. The research is focused on the perceptions, understanding and preferences, which staff have of management processes.

To fail to understand one another is a common problem in everyday life but why do we experience this difficulty? Visual illusions have been studied by experimental psychologists and this work may shed valuable light on why people perceive behaviour in a different way. We like to believe that we observe others in an objective, unbiased way but we often fail to realise that what we consider to be facts are our own views which are permeated by misinterpretation. The impressions which we have of others tend to persist, once they are formed, despite evidence to the contrary. We fail to realise that the behaviour of others is a result of their relationship with ourselves and our expectations of others tend to act as a constraint on their behaviour.

Perceptions and attitudes have a link with the past and the present culture of society.

Commenting on management styles in general in Britain, David Freemantle observes:

The deficiency can be traced to the Industrial Revolution when mill and mine owners saw people as disposable commodities and in furthering their own ends would think nothing of employing child labour for excessively long hours in unspeakable conditions.(14)

This approach to management worked with masses of cheap labour but resulted in the attitude that people were there to be told rather than consulted and as labour became organised resistance built up. Morally the position could never be justified and it almost certainly contributed to poor relationships between management and labour which have been inherited by the education service. Further evidence of a history of poor management in Britain is identified by Cassandra Jardine:

In Britain the battle to develop management education has always been waged in the teeth of the ingrained belief in the superiority of the good amateur: evidently managers were born, not made and management was a skill that came naturally or not at all.(15)

Views on management within Britain, including those held in the education service, show a polarisation between two opposite views claims Elizabeth Richardson :

We are told of a division between two kinds of approach to the problems of organisations, on the one hand the 'human relations' approach which some people label as 'tender minded', and on the other hand the 'structural' approach which some label as tough - minded.(16)

This is sometimes referred to as the 'soft' and 'hard' aspects of management referred to earlier. In reality the management process is more complex but many do not appreciate this to be the case. David Freemantle believes the problem in British management is a concentration on the 'hard' approach: the task rather than the people.(17)

This research project will attempt to identify the problems perceived by teachers in educational management in schools and thus contribute to understanding of the educational management process.

1.4 Basic Assumptions

A key assumption in this research is that perceptions will vary. In everyday life we often fail to understand each other and Farr suggests "it is perfectly normal that we should fail to understand one another".(18)

In the study of visual illusions experimental psychologists have noted a mismatch between appearance and reality which is widely held. The perception of people and of objects is not as unrelated as might at first sight be expected. In the same way that we are susceptible to visual illusions so we are, it seems, to comparable illusions in our perceptions of social activities. Our view of what we consider to be the 'facts' may be a personal construct. This belief in our own objectivity is often held in relation to our professional activity and can present special problems in this respect.

We tend to accept one aspect of an individual as representing the totality of their personality. Ichheiser quotes the example of a teacher who complains to a mother about her son's behaviour in class.(19) Each defends his or her own view of the child without realising that the child may present a different character at home from the one presented at school. Each assumes that their view of the child is indicative of his behaviour in all situations. Unfortunately there is a tendency to reinforce this tendency to misrepresent, although this will depend on the way the encounter between the adults is handled by them. It appears to be the exception rather than the rule that the perceptions are revised in the light of fresh evidence and the impressions we form of others tend to persist. We also fail to realise that we ourselves contribute to the way others see us. Other peoples' behaviour may be very much a function of the role relationship which exists between us and them. Expecting others to behave in a certain way acts as a constraint on them.

In addition to the personal factors which influence behaviour there are also situational factors. There is a tendency to seriously underestimate the influence of the situational determinants of behaviour.

With millions of people suffering the shocks of continued unemployment, with business failures one after the other, banks closing, etc, it was vividly revealed to the man in the street that he was not, as he had been led to believe, the master

of his fate, because clearly his fate depended upon forces over which he had no control.(20)

Research on situational determinants did not emerge until 1974 when Milgram conducted a series of unusual experiments in the USA.(21) Milgram highlighted the purely situational determinants of obedience through an experiment involving a subject administering an 'electric shock' to another subject. However unbeknown to the subject there was, in reality, no shock actually received by the 'victim'. If the 'victim' made an error in a simple learning task the level of the shock was increased. Milgram discovered that most of his subjects would administer the electrical shock right up to the maximum level, if instructed to do so, even though they believed the shock to be highly dangerous. Milgram argued that his subjects, once they had entered into the experiment, lost some of their autonomy as moral agents and became agents of someone else; a state he described as "agentic". A more detailed account is given in chapter 3 in the section on personality.

The perception that one has of events is very much related to the perspective from which they are viewed and this is full of significance for the manager. Jones and Nisbet formed the opinion from work done by Ichheiser that there is quite a sharp divergence between the perception of actors and that of the observers.(22)

Ichheiser considered that the beginning of wisdom is when you understand that you might not actually understand what it is you are observing. For example you recognise that the other one with whom you are engaged in interaction may see things quite differently from oneself. Ichheiser realised that not all people had the wisdom to appreciate how others might see things and he understood that it was quite normal to be prejudiced.

The views expressed in the Lothian research reflect an individual prejudiced view and indicate how teachers perceive their managers in action.

1.5 Organisation of the Study

The study is organised into eleven chapters. The first chapter deals with the

introduction, the second with a review of relevant literature, concepts are described in the third and methodology outlined in the fourth. The research chapters begin at the fifth chapter and this covers an analysis of the management processes in the school. This includes perceptions of the actual process, how information is communicated and the perceived style of management of the head. The sixth chapter is concerned with the school aims, their formalisation, the process of deciding the aims and how they are evaluated. In the seventh chapter interviewees are asked for their views on the ideal manager, how management in the education service compares with that of business and what training, if any, they had received on management. The eighth chapter is about the effect of personality on management effectiveness. In the ninth chapter the headteacher's managerial effectiveness is analysed in terms of interpersonal and task skills. The final research chapter analyses the views teachers have of the involvement of parents in the management of the school. In the last chapter the detailed findings are considered and recommendations outlined.

This study shows, through the presentation of evidence, how managers in school are perceived by their staff. These individual perceptions will influence the process of management in the school to a greater or lesser degree and for better or worse. It is hoped that this research will contribute to a greater understanding of the process of management in schools.

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Chapter 2

Review of Related Research

A number of research projects concerned with management issues including leadership styles, teacher job satisfaction, the effectiveness of school management structures and staff development were identified from sources in Britain and the United States and are reviewed in this chapter. These have provided a valuable perspective from which to compare the research in Lothian.

2.1 Perceptions of Leadership Style and Job Satisfaction

Jennifer Nias researched leadership style and job satisfaction in primary schools in England in the late 1970's.(1) The Nias research is of teachers' perceptions and preferences of leadership styles; it is not concerned with managerial effectiveness in a direct sense. The interviews with teachers were originally intended to chart career development but it was observed by Nias that teachers' plans were strongly influenced by their perceptions of their experiences of management and leadership in schools. Teachers' job satisfaction appeared to depend, to a great extent, on the managerial climate and not just the contact with pupils.

In order to undertake her research Nias followed up a group of 99 Post Graduate Certificate of Education students in England who had taken jobs in infant and junior schools, none of whom had taught for less than two years, or more than ten. 83 of the sample agreed to be interviewed at length and a semistructured interview approach was used, 53 members of the sample were visited in their classrooms. Nias attempted to make contact with the headteachers of the schools where any of the interviewees had worked during the previous ten years. Nias found a strong correspondence between her analysis of leadership style and that of Halpin (2) and Yukl (3). Nias, (4). The work of Herzberg (5) concerning 'satisfiers' and 'dissatisfiers' was also confirmed. In his research about factors which affected

motivation Herzberg identified factors which led to satisfaction and dissatisfaction. He concluded that the 'satisfiers' were those factors concerned with achievement, recognition and responsibility whilst the 'dissatisfiers' were related to company policy, supervision and work conditions. Nias points out as did Herzberg, that the removal of a 'dissatisfier' does not provide a 'satisfier' and thus good management does not usually get a mention by the teachers but poor management does.(6)

The teachers considered the managerial context was the responsibility of the headteacher and therefore made judgements about the leadership ability of the head. Their views supported a claim made by Yukl that there are three independent dimensions of leadership style.(7) .

Nias identified leadership styles and leadership types which are described in her work.(8) Three issues, initiating structure, consideration and decision centralisation are related to leadership styles coming from work undertaken by Halpin (9) and Yukl (10). Nias uses her own labels to define the leadership types because she could not find others which described the characteristics which appeared from the research data. One type is given the name 'passive'. These leaders give teachers more freedom than they desire. The second is called 'Bourbon' and displays authoritarian relationships, social distance and administrative inefficiency. The third given the name 'positive' is described as setting teachers a high professional standard, with a dynamic consultative approach, and supporting the professional development of individuals.

Comment from the teachers about their headteachers is interesting,

..he was away by one minute past four every day and since we never saw him when he was in school, there was no leadership", and, "We never see her in the classrooms; in fact we don't see much of her in the school. (11)

Because of the lack of empirical studies on educational management, analogies have often been made with industrial and commercial management. Sceptics have often disapproved of this association because they did not consider the industrial environment was similar to that of the education system.

However Nias suggests that her research involving 93 primary school teachers showed,

..there may be a closer fit between the views of those who work in schools, hospitals, offices and factories..... (12)

The research provided some interesting insights into primary teachers' perceptions of the role of their managers. For example it emerged that the teachers require a clear statement about the purpose of the school and like the school to function as a unit not just a collection of groups. A clear lead is expected from the head in establishing aims but teachers expect to be consulted. Efficient administration is important to teachers and inefficiency can lead to very real frustration, nearly half the teachers interviewed felt their schools were disorganised. A significant proportion of teachers interviewed, 25% wanted their heads to monitor the work which was being done. From the survey it appeared that teachers would be willing to,

..sacrifice a good deal of autonomy in goal-setting in return for a greater sense of cohesion and of teamwork.(13)

Maximum teachers' job satisfaction seemed to be related to a humane but positive leadership type.

This research is based on evidence collected in primary schools and it would be unwise to assume that everything which Nias states would apply to all schools. Nevertheless in relation to the research in Lothian the results will provide a basis for research questions and comparisons of perceptions and expectations of teachers on such issues as the aims of schools, the leadership of the headteacher, the efficiency of the administration and arrangements for monitoring the work of teachers.

2.2 Management and Leadership Styles

In a study of management, Jenkins compared the management and leadership styles of chief executives and managers with that of headteachers and deputy heads.(14) It emerged from the study that there appeared to be more of a balance in leadership roles between chief executives and managers than between heads and deputy heads.

Heads and deputy heads described their jobs in quite similar language and many of the same trends were repeated by both groups. It seemed that deputies suffer from role ambiguities although in many schools heads and their senior staff work as a top management team. It is suggested that this may be due to roles which are undifferentiated and undefined.

Comparing heads with chief executives the former appeared strongest in playing interpersonal roles especially in relation to the motivation of subordinates. The liaison role or external role was also apparent. Heads filled the role of controllers of information in and out of the organisation acting as monitor and disseminator. They appeared to be weakest on the decisional role with the entrepreneur, resource allocator and negotiator also being weak roles. On the other hand whilst chief executives played the interpersonal and informational roles they were strong in the decisional role particularly the entrepreneur and resource allocator roles.

The general trends in the research were elicited from individual grids of 50 managers, including those in the education service, which contributed to an overall picture of the job perceptions of the four groups of managers. From the managers' own words it emerged that there were many similarities in their role but there were also significant differences in the ways managers in comprehensive schools and manufacturing industry perceive their jobs. The most significant differences in perception appeared to be between heads and chief executives. A question is raised about the differences and similarities of the two types of organisation studied, are they really different in objectives, culture, attitude, environment and dependence as to make managers do their jobs in different ways? Or are there sufficient similarities in the management demands of manufacturing organisations and schools to ensure that a similar range of managerial skills and degree of management knowledge are required by managers in both types of organisation? In other words can managers in school and industry learn from each other? Is it necessary to create a specific general management theory for schools or does general management theory apply in a similar way to all organisations?

A group of West of England heads surveyed reported that staff still expected them to teach whilst a group of Welsh heads surveyed reported the opposite. It helped the

heads to keep in touch with staff problems "at the chalk-face". This involvement seems to be a way of showing staff a capability in areas undertaken by staff as a whole and as such is a response to staff expectations.

Another major difference between schools and manufacturing industry is that while heads are expected to be expert practitioners in their profession, chief executives are appointed for their management skills. They are just required to have a working knowledge of their subordinates' areas of activity. At a time of economic depression chief executives see performance analysis and resources management as important parts of their job whilst heads faced with a similar situation do not see evaluation and resource allocation as figuring seriously in their work plan.

Jenkins claims that from his analysis heads and their deputies exhibit a narrower range of managerial tasks and employ fewer managerial skills than managers in industry.⁽¹⁵⁾ Heads don't get involved in the task orientated management of policy making, technology, performance analysis and resources. Heads deploy mainly interpersonal skills, counselling and problem solving skills, together with administrative and bureaucratic skills. Industrial managers undertake long and short term planning, financial control and budgeting, appraisal and evaluation while the skills required cover forecasting and planning, accounting and managerial economics plus the more conventional skills of organisational and information control.

Many of the tasks that heads see as important are tasks which are indicative of work carried out by managers below the level of the top manager in other types of organisation. The tasks are more akin to that of middle managers in industry. Heads, it seems, are involved for much of their time in maintenance tasks and specific problem-solving activities. Many of the tasks appear to be extensions of the work of the deputy heads. Instead of making a progression from teaching to curriculum management, heads appear to have moved into the field of people management. Headteachers do not appear to show the overall responsibility which would equate them with chief executives.

It is suggested by Jenkins that heads are perhaps merely responding to needs and the missing activities are not as essential as is made out by managers working in other

organisations.(16) It could be that the management of people and value systems are the essential issues and heads need to be good at this. Heads don't have control in certain important areas including access to resources, staff numbers and finance. In the school they have professional control but have to take account of professional autonomy of staff. Chief executives exercise wider management skills because they are given real power to manage their organisation. They have budgets which must be applied, targets to achieve and the authority to make things work. They are free to carry out policies within prescribed limits and under constant appraisal.

Heads however seem to be in some kind of limbo required to produce results and to be accountable but having resources controlled by others. They have the illusion of autonomy with little critical evaluation by the employer, the L.E.A., but in important areas of management they are impotent. The solution would appear to be to remove constraints and devolve increased control to the heads which may be achieved through local management of schools (LMS.).

In his research Jenkins shows heads playing an underdeveloped role in comparison with chief executives which is probably due to the constraints of their position and the needs of the organisation. Head teachers are assessed as being some distance from the managerial approach adopted by the business executive. Training headteachers to be more effective in managerial terms is not a simple process of transferring business management skills. A more sophisticated approach is required with management practice being adapted to fit the needs of the school situation.

On the evidence of the study it appeared that heads mostly see their job as managing people and being involved in much immediate problem solving and sustaining the organisation by undertaking maintenance tasks. Chief executives see their jobs as very much to do with policy making, future planning and task achievement. Heads did not appear in general to see their role as that of forward-planner and policy-maker in areas where national government and local authority permit local decision making. Deputy heads appeared to be involved in very similar managerial activity to that of the heads. Important questions to ask are - who decides on policy and resolves the conflicting social and educational demands facing schools? Recent research by Rutter, (17) on secondary schools and Nias, (18) on primary schools, shows that heads are

expected to give a sense of purpose and to create a corporate policy for their schools. Staff appeared to be dissatisfied if they did not know the direction in which the school was going. Heads are at the centre of the organisation like chief executives and are most aware of conflicting and changing demands but seem to lack a global overview. The neglect of strategy formulation by heads emerges as a revealing difference between them and chief executives. It was noted that an involvement in live action and short-term problem-solving is common to all managers to an extent. It appears that heads may be neglecting organising, directing and evaluating which could enhance the school's effectiveness.

The research raises some interesting issues which will be worth further investigation: these include the relationship between the business world and the school, the activities which headteachers engage in during their normal work and the role of the head and other senior management staff.

2.3 Leadership and Management Processes

A report has been produced on management processes in the secondary school, written by a team drawn from the Management of Educational Resources Unit (MERU) which is within the HM Inspectorate and other members of HM Inspectorate who are closely involved with monitoring and evaluating secondary education. (19) Whilst it does not claim to be academic research it is nonetheless an important record of evidence.

Whilst recognition is given in the report to the quality of teaching as being the single most important factor the quality of management is also seen to have a significant effect on the learning process,

Education, however, is far more than the sum of the individual contributions of individual teachers. It is a collective enterprise involving the whole school, the wider community and the education authority. It demands good leadership and sound management which have a significant effect on pupil's learning. (20)

Accountability is perceived as an important issue. This process is seen to be related

to the school's educational aims, the curriculum on offer including the subject choices and the consultation process for parents, assessment arrangements and pastoral care. Some encouragement has been given by certain education authorities, who are not identified, to introduce techniques for monitoring and evaluating. It suggests that some education authorities have encouraged schools to draw up a list of criteria in order to evaluate the effectiveness of school policies.

School management is perceived to focus on leadership and policies. The section which deals with this is unequivocal about the importance of good leadership in the schools which were considered effective, for example,

The tone of the school was excellent. The headteacher and his senior management team had by their example led the school to become one in which pupils were treated with consideration and which took its responsibility to the community seriously. (21)

The report goes on to define the features of leadership which it considers important in school leaders and these will be dealt with later in the study. They include consultation, communication, team based activity, monitoring and maintaining contact with the work of pupils, all of which are seen to help to develop a climate of trust.

The aims of the school are seen to be important in terms of their appropriateness and the understanding of the school staff. Policies are seen to be defined from the aims and enable achievable goals to be met. Whilst many schools are seen to have aims few are monitoring the implementation of the resulting policies. This it is explained leads to difficulty in judging the overall effectiveness of policies. Those schools who are able to involve their staff and pupils in understanding policy priorities are seen to be successful.

School management structures and processes are considered with the development of the board of studies in the schools being applauded where they are being run effectively. This process includes regular meetings, participation of staff, good communication and efficient running of meetings. The motivation of staff is seen to be encouraged by setting short and long-term objectives through a process of

negotiation

Communication is identified as an essential part of building team work and power-sharing which leads to the school being an effective organisation. The school prospectus is described as an important mechanism for encouraging links between the school and the home. The report points out that,

The acid test for communication, for example, is whether individuals feel part of the process, and know and understand all they should. (22)

The report focuses on a number of issues which have emerged from inspectors' reports. It identifies the importance of leadership and management, the place of accountability in helping to define the curriculum and the contribution of communication in enabling the organisation to be effective within an environment of trust. Other issues which receive attention are effective learning and teaching, pupil guidance, and self evaluation.

These issues could be used in the Lothian research as a basis for developing the interview schedule and some comparisons might be made with the report. However these will need to be of a general nature as the S.E.D. report did not claim to be academic research thus making measured comparisons difficult.

2.4 Teachers' Perceptions of The Management Process

This series of three studies on the nature of school administration in Georgia provides insight into teachers' perceptions. (23) The initial research to obtain accurate data on the range of views held by teachers, principals and superintendents in Georgia was started in 1982.

The data highlights teachers' perceptions in Georgia USA and the following issues are of special interest; the role of the principal; the imbalance of the work force; quality and relevance of teacher preparation programmes, educational administration programmes and staff development, teacher supply and demand, discipline, geographic diversity and public commitment to quality education. This research project reflected a perceived need for an investigation of the current status of school

leadership in the wake of efforts to develop this at federal, state and local levels. There was mounting evidence in the 70's that the quality of the child's education was a variable that could be influenced by school - policy structure and organisation. The reports furnishing the evidence stimulated qualitative questions and accountability issues which were the concern of state legislators and local boards of education, individual schools and school districts. The general public wanted to see improvements in local school leadership, the delivery of instruction and student academic achievement. One result of this was a requirement by all but one of the states in the Southern Regional Board for certification tests for prospective teachers.

The Georgia Commission considered that the opinions, expectations and goals of the educators must be taken into account if policies and improvements were to be successfully implemented. This research provided valuable insights into the human dynamics within the schools, including the expressed needs and expectations administrators have of themselves and their professional staff. It appeared that very little time was available for leadership in teaching and curricular matters by the principal. New research findings and intensive studies of individual schools such as Boyer's High School had shown a strong relationship between teacher satisfaction and firm leadership by the principal. However the studies recognised it would be simplistic to attribute everything to the principal's style.

Part 2 of the final report is of special interest because it comments on the responses of teachers regarding their perceptions of the principalship, including their views of the roles and responsibilities of the position and the principal's administration skills and performance.

Information for the study was obtained from a teacher questionnaire produced after a review of the literature and after consultation with teachers and school administrators both in Georgia and nationally. The main objective of the study was to collect data that would accurately reflect the views, status and experience of teachers. It was also necessary to develop an instrument to allow comparison of results.

In January of 1985 questionnaires were mailed to 1,874 teachers with a 73% rate

of useable forms being returned. The individual returns were totalled by computer to obtain frequency distribution and in addition the data were analysed by grade levels, and geographic region. No hypotheses were formulated or tested because the objective of the Commission was to describe and not compare what they found.

Issues which were seen by the teachers to merit attention included community and parental support: seen as the most serious problem. Over a third viewed discipline/apathy as the second major problem and funding problems were identified as the third most significant area with lack of resources, supplies and facilities being identified by nearly 18% of respondents. Socioeconomic problems were also identified by 14%. About 12% cited problems related to lack of leadership and poor relations and 11% of problems related to federal, state and local policies, standardised tests and integration. 11% cited issues in the area of curriculum and instruction. Teacher evaluation, selection and retention, teacher attitudes, student academic achievement, political and legal problems and other miscellaneous matters were also reported by the teachers.

Whilst the evidence helped to quantify issues it did not explain why the problems existed nor could it define how serious the problems were. A useful follow-up research project would have involved a selection of the respondents in a detailed interview to provide deeper understanding of the issues. In the case of the most serious problem of community and parental support a qualitative survey might have provided more background information on perceived causes and solutions. This research project indicates the value of quantitative research and its shortcomings.

It provides some issues which can be investigated in Lothian Region in terms of the management of the school situation, including leadership, teacher evaluation, testing and integration.

2.5 Teacher Job Satisfaction and Management Methods

The main purpose of this research by Lacy, was to analyse the factors that affect job satisfaction of business teachers in public high schools in Ohio USA, during the school year 1967-1968.(24) Only the research findings that pertained to teacher

perceptions of management are reported here.

A normative survey method of research was used in the study. The initial list of factors affecting teacher job satisfaction was developed from a review of related research studies, business education literature and students in a graduate research class. A pilot questionnaire was devised and sent out to sixteen teachers. As a result of this pilot study the questionnaire was revised. The questionnaire was sent to a representative sample of business and office education teachers. First year teachers were not used as it was felt their particular problems might produce a biased result. Only one teacher was selected from each given school to enable as many different job situations as possible to be used in the study.

Teachers were selected from city, county and exempted village school to ensure representation in the sample from large and small schools, city and rural schools. Other considerations were also made in selecting the sample as follows :-

- 1 An equal number of women and men.
- 2 The length of teaching experience was noted for each teacher and a rough distribution of teaching experience was sought in the sample.
- 3 The sample included an approximately equal number of teachers who taught the various subjects in business and office education.

The final selection of the sample was made from an alphabetical list of teachers in Ohio State Department of Education.

The questionnaire was sent out to the home of each teacher on March 25th 1968 and 242 usable questionnaires were returned. The statistical treatment of the data included chi-square tests, t-tests, difference in proportion tests, and analysis-of-variance tests. The particular factors that were related to teacher perceptions which were reported from this study were:-

- 1 Teacher recognition by management for a job well done.

- 2 School administrators with democratic methods of dealing with teachers.
- 3 Administrative interest in improving business education.
- 4 Administrators' attitude towards innovation is favourable.
- 5 Helpful supervision towards innovation is favourable.

Teachers with a high level of job satisfaction perceived that they got recognition for a job well done, had a school administration which was interested in improving the business education department, did not have their innovations frowned upon by their school administrations, had person(s) supervising their departments who were helpful to them as teachers and school administrators who were democratic in their methods of dealing with teachers. This research project indicated that teachers' job satisfaction is affected by the treatment they received from their school administrators. A supportive and interested management affected teacher job satisfaction positively.

The research project provided useful insight concerning the investigation of teacher perceptions but the main value was in providing questions which could be asked of Lothian teachers. The methodology used was clearly defined and provided ideas for further research on teacher perceptions. The survey method used was a questionnaire and whilst this provided quantitative material it is doubtful if it revealed much of a qualitative nature relating to issues which affected job satisfaction as no individual interviews were held. We did not learn for example how attitudes of senior staff affected teachers only that they did have an influence.

2.6 The Influence of Management Processes on the Achievements of Secondary Schools

A research study undertaken by Rutter et al in twelve secondary schools in the Inner London Education Authority had as the main aim investigation of the reasons for differences between schools using available measures of pupils' behaviour and

attainments and the evaluation of the influence which schools have on pupils.(25)

In the first place measures were devised for assessing the characteristics of individual pupils at the time they entered the secondary school. Secondly measures were devised for the process of schooling with the focus being on the social organisation of the schools and on the types of learning environment which they provided. Thirdly the outcomes of schooling were examined in order to assess if they met their relevant educational goals. The fourth set of measures were concerned with the influences of the interaction between school and its environment. This was defined as the ecological influence. Data was collected using interviews and questionnaires. The data was analysed and comparisons made of variables using graphs, log linear analysis, multiple linear regression and the correlation of facts from a variety of measures.

There is much of interest in the book but it was not concerned with school leadership nor did it look at any particular style of management in detail but mention is made of the influence of management. It emerges from the study that management is important but no particular style of management is singled out as being better than another.

Some critics have pointed out that the Rutter research does not address some important questions. For example it is suggested that the effect of out-of-school influences is undervalued. The management of the school under investigation is not described in any detail nevertheless there are strong pointers which indicate that school success is related to the type of planning, coordination, communication, cooperation, leadership, decision-making and evaluation which takes place. The researchers claimed,

...contrary to many views, secondary schools do have an important influence on their pupils' behaviour and attainments. Secondly we found that these variations in outcome were systematically and strongly associated with the characteristics of school as social institutions. (26)

Some of the issues raised which relate to management will be considered when formulating the questions to be used in the interview schedule for the Lothian

research.

2.7 A Collegiate Approach to School Management

For a period of three years from 1968 to 1971 Elizabeth Richardson of Bristol University School of Education worked as a consultant to the staff of Nailsea School in Somerset.(27) This is a comprehensive school which had been formerly a grammar school. The account is of the interactions which the researcher saw taking place in staff meetings in the school. Richardson describes changing relationships and roles as the school develops. The research identified organisational problems and chronicled staff attempts to resolve the issues. It was originally intended to be a confidential exercise but proved to be of such interest that it was felt to be important to disseminate the experience to a wider audience.

One central issue identified in the research was,

How can teachers - whether young or old, whether new to the job or experienced in it - be helped towards a deeper understanding of the relationship between leadership and consultation so that feelings arising both from sympathetic partnership and from sharp opposition can be used responsibly in relation to the task upon which all are engaged. (28)

The conceptual framework used by Richardson had three dimensions. The first was to do with the institution and its task, the second with the roles that the individuals and groups undertake to enable the work of the institution to be organised and thirdly the relationship which individuals have towards each other. Two aspects were considered in developing the study: psycho-analytic investigation of human behaviour on the one hand and the study of institutions as open systems on the other.

The project started in 1968 through initial consultation with the headteacher; the staff being brought in however at an early stage. The researcher recognised at an early stage that her approach would inevitably contain a large degree of subjectivity. She was involved in making interpretations of unconscious as well as conscious feelings, beliefs and attitudes within the staff. It was agreed after some deliberation that the school would be named in the final report.

During the period September 1968 to July 1970 many meetings were attended, including full staff meetings, sectional meetings and the headmaster's standing committee. In addition there were numerous meetings with the headteacher and individual staff. The recording of the data was described as "highly personal" due to the developing relationship with the staff. Richardson was keen to organise the experiences she had shared with the Nailsea staff into a conceptual framework which would be valid for a variety of school systems in different parts of the country. The researcher saw her role in the following was:

. as consultant to the headteacher and staff, I conceived my task as to be to help them study, in terms of their own institution, the problems involved in the management of change. In order to do this I had to interpret any evidence I thought I could perceive in the immediate situation of staff meetings, committee meetings and individual interviews or consultations. The task had therefore both a research element and a teaching element. (29)

The exercise involved gradually building up trust which would be shown to be tested at certain points of the research. This was partly due to the anxieties and tensions which were already present in the school but also the relationship with agencies outside the school which might be affected when those agencies learnt about aspects of the consultation.

Richardson noted the problems associated with consultation in schools. Teachers are willing to discuss their own rights in relation to consultation but not willing to surrender their autonomy in the classroom or in the subject department. In relation to the role of headteachers there is a tendency to categorise them as either tough or tender-minded although in practice it is often more complex and not an 'either or' question.

Richardson observed the reorganisation of the consultation and management processes at Nailsea involved staff in asking many questions about their relationships within the school. The staff gradually redefining and modifying their procedures for consultation and decision making through a process described as the continuous staff conference.

This is an important research project which involved investigating how staff

interact in school and to what degree it is possible to involve them in the process of consultation and decision making, leading to a collegiate approach. It also provided some evidence about the perceptions which staff have of their headteacher as a manager.

The research raised questions about consultation in schools, teacher autonomy in the classroom and within the subject department, and relationships with colleagues including participation in deciding overall school policy. Other issues were related to the perceptions staff had of their headteacher's style and the process of decision making.

2.8 Staff Development in Management for Senior School Staff

This research was undertaken at Birmingham University and focused on the professional development of senior staff in schools and colleges in England.(30) It identified the problems being met by managers in educational establishments and some of the attempts being made to solve them :-

Leadership and executive responsibilities in schools and colleges in today's increasingly difficult circumstances provide a daunting challenge. It is not surprising that in recent years there has been increasing interest in the contribution which courses of study and other forms of in-service provision can make to the preparation and in-service education of those in senior positions in the educational institutions of England and Wales. (31)

The research identified the number of different agencies who were involved in training including education authorities, universities, polytechnics, colleges, the Open University and others. It discovered that schools recognised the need for the training of senior staff including headteachers and departmental heads to solve some of the complex management and organisation problems in the school. It appears, however, that the training being undertaken has lacked any overall co-ordination. The various teachers unions support the notion of management training for senior staff but feel it is currently inadequate. The National Association of Schoolmasters/Union of Women Teachers expressed the following view:

Our perception is that provision for management training is very unequal from

year to year and from one LEA to another; this inequality applies to the amount of provision and the type of provision. The only generalisation which can safely be uttered is that nowhere is provision adequate to ensure that headteachers and other senior school staff are properly equipped to meet either existing needs or predictable needs. (32)

The Birmingham University Report recommended amongst other points the need for a more coherent scheme of leadership and management development making use of existing provision with improved funding arrangements supported by a national school management unit which should function as a catalyst rather than compelling or controlling professional development.

This research provides a useful perspective from which to measure the views of teachers in Lothian Region. The questions raised about staff development especially in relation to senior staff highlighted an important issue about the planning and availability of training on a regular basis.

Summary

The research literature reviewed in this chapter raised a number of important issues about the management of schools and perceptions of staff related to this process. Of particular interest were the consultation processes in schools, the headteacher's management style and decision making in the school with particular reference to the effect these processes had on the individual teacher's feeling about their job and the effect this has on the success of the school. Comparisons with the world of business appeared to show headteachers being more concerned with managing people and immediate problem solving whilst business managers were more concerned with long term planning and policy making. The need to train senior staff in management skills through a coherent leadership and management development scheme was highlighted. The personality of the managers and their staff appeared to exert some influence on relationships within the institution. These important issues emerging from the review of the literature concerned with the management processes in school will provide a useful foundation from which to address the Lothian research and will be examined further in chapter 3.

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Chapter 3

Concepts Which Underpin the Research Issues

In chapter 2 the research literature was reviewed and a number of issues relating to the management of schools were identified including the decision making process, the headteacher's management style, similarities and differences between managers in schools and the business sector, the communication process, the management training of staff and the effect of personality on the management of the school. These issues will now be examined in more detail as some of the concepts provide a background to the research.

3.1 The Management and Decision Making Process

Schools in common with other institutions are under pressure to function in a more democratic manner and the teaching profession as a whole wants to have greater involvement in the decision making process. This is not welcomed by all heads, nor by all members of the profession. Decision making is a complex business in the education service and it is often difficult to identify when a decision has been made and by whom. There is considerable misunderstanding within the profession about the meaning of democracy, consultation and participation. Chater explains,

Heads talk of consultation which may alter a decision they have already taken, as meaningful participation. Teachers who have been involved in the early stages of the decision-making process believe they have a 'democratic' right to vote on the final choice. (1)

The British headteacher has had a tradition of enjoying extensive powers but recent trends have been towards a more participatory style and the autocratic head is out of tune with current thinking. The increasing complexity of schools and the education service has made it necessary for headteachers to delegate to survive. The relatively high level of early retirement in some areas may be an indication of how difficult some headteachers have found this adjustment. (2).

The S.E.D. has recommended a structure for management and decision making in the secondary school. It is suggested that there is no one right method but some approaches are more successful than others:

A significant feature of school management over the past decade has been the co-operation of assistant headteachers, depute headteacher and headteacher in what has become known as the board of studies. In some schools these have been developed further with the introduction of principal teacher membership. Boards have increased in influence and status and have been among the first beneficiaries of the moves towards wider participation in school management. (3)

In the report it is suggested that there should be regular meetings of the board of studies, opportunities for the staff to contribute, communication of decisions to staff and where appropriate to parents and pupils, with written agendas and brief minutes. Communication is considered to be important and "central to a philosophy based on teamwork and power sharing". (4)

How a decision is taken will be closely related to management style which is probably a result of personality, skills and situational factors but the influence of each factor is a variable which will be different for each manager and institution. Rutter et al showed school differences were not just a reflection of the intake patterns and that much of the effect of secondary schools was linked with their features as social organisations.(5) The research did not look in any detail at particular styles of management or leadership which worked best. The informal observations indicated that no one style was associated with better outcomes. Apparently heads of the most successful schools took widely differing approaches but it appeared likely that there were essential common elements.

All headteachers face the problem of accommodating the various views and aspirations of those involved in the decision making process in schools. Pressures may also come from a number of agencies outside the school such as the government, examination boards and parents as well as groups within the school. Greenfield argues that the complexity of organisations and the impact of different value systems on the school is often not appreciated. (6) He suggests the focus of any debate about the organisation should not be only a response to the organisation as it is but also on whose perceptions should provide the foundation for the organisation thus providing

a necessary human dimension to the operation of the organisation.

Theories have emerged in relation to the ways managers lead and motivate their staff in the business world. Douglas McGregor investigated the effect of levels of motivation on individuals.(7) This led him to suggest that the job itself could provide a lot of satisfaction if staff felt they had played a part in its creation. Whilst this view is appealing some individuals do not appear to have the need for self-actualisation and some prefer authoritarian bosses. Maslow suggests that those involved in professional work like, for example, research or consultancy do have a desire for self-actualisation.(8) McGregor developed the Theory X and Theory Y set of propositions and assumptions to explain man's motivation in organisations. These assumptions about people can be detected in man-management policies. Theory X managers emphasise the need for close supervision, firm discipline and incentive schemes to counteract man's perceived natural laziness and irresponsibility. Theory Y managers see work as potentially satisfying in itself and seek opportunities for delegation, job enrichment and participation. McGregor stresses however that whilst there are countless examples of behaviour consistent with Theory X and Theory Y it is important to look for causes since behaviour is a symptom and not a cause and that what we believe of people will generally come true, i.e. the self-fulfilling prophecy; so if we expect Theory X behaviour this is what we are likely to get; if Theory Y that too is what we are likely to get. The key is the attitude of one person to another.

Different styles of management have emerged to cope with the complexities of managing and leading groups. An early classification of leaders was made by Lewin who suggested three basic types democratic, autocratic and laissez-faire.(9) This classification is still used by management theorists but it has also had other types added. Reddin for example identified eight styles, four described as effective and four ineffective.(10) These were executive, developer, benevolent autocrat, bureaucrat and compromiser, missionary, autocrat and deserter. The categories have been used to help managers define their own styles. The role of personality will be examined at a later stage in this chapter.

In recent years more attention has been focused on the need to understand the management process in schools, to train staff in appropriate skills and to involve

them in the decision making process. Courses are run to develop the skills associated with defining objectives, planning, supporting and monitoring, evaluating, leading teams and individuals and communicating effectively in addition to skills required for curricular planning and timetabling. Theories related to management styles can help managers to understand and define their role. Lewin's early classification of managers may help with the understanding of the role of senior school managers. Whilst Douglas McGregor's views on the leadership of managers and the motivation of staff may lead to greater understanding of the interactions which take place between managers and their staff.

3.2 School Aims. Their Formulation and Evaluation

The Scottish Education Department Report made a number of interesting observations about management in schools.(11) It stated that few schools were found to have explicit management priorities. The professional welfare of staff was described as not well catered for and no formally organised schemes of staff development existed nor were there any appraisal schemes to accompany these. Headteachers had no defined accountability and had not, in their turn, clarified their expectations of staff.

David Hellawell found this to be the case, in England, in relation to accountability of headteachers.(12) He undertook a small scale research project into headteacher's job descriptions. This work involved him in first of all writing to forty-eight LEAs for job applications and then evaluating the accompanying literature to see what level of job description was offered to applicants; what he discovered from this were the details provided about school aims and objectives. In only four out of the forty-eight cases was it possible to identify reasonably clear aims and objectives.

Increasing interest has been shown by the profession and the public in recent years in monitoring the effectiveness of schools. The reason for this according to the S.E.D. is :-

....a heightened awareness among schools and education authorities that they are accountable to the public for the education provided; increased concern by local and central government that the system should provide good value for the very

considerable amount of money expended; and the desire of individual education authorities, schools and teachers to improve the quality of the learning and teaching process. These three have combined to provide a powerful justification for evaluation in and for the education service. (13)

The same Report lists the information which is made available by schools:-

- i. the school's educational aims;
- ii. the range and level of curriculum provided for pupils of different ages;
- iii. the subject choices available and arrangements for parents to be consulted.
- iv. the arrangements for assessing pupils' progress and reporting to parents; and
- v. the provision of pastoral care, curricular and vocational guidance, and social education.

In relation to the school aims it has been recognised for many years that the school aims should reflect what is appropriate for the local area with the aims taking account of local education authority and national statements on guidelines. In the Scottish context the, Munn Report. The structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School, has formed a basis for school aims.(14)

The key aims in the Munn Report are:-

- i knowledge and understanding, both of self and of the social and physical environment.
- ii a wide range of skills;
- iii certain attitudes and values; and
- iv an ability to cope with the demands of society.

Whilst aims are important in enabling the school staff to plan their direction they are only a means to an end, which is an effective education for each pupil. In order to judge the effectiveness it is necessary to establish a mechanism for monitoring and evaluating policies to enable appropriate changes to be made. This does not, as yet, appear to be happening.

While many schools have laudable aims, and a considerable number have well-expressed policies, few as yet have structured systems for monitoring the implementation of those policies. Without monitoring, it is not possible to judge the overall effectiveness of the policies. (15)

Examples of monitoring methods are listed and include, review teams, structured interviews, systematic reporting, observing classes, peer evaluation, group discussion and external agencies.(16) In relation to departmental monitoring the S.E.D. points out that few principal teachers undertake monitoring of classroom practice in any organised way.(17)

Self-evaluation is one method of evaluating the school work by its staff. Lothian Region has produced a consultative document on this process, Self Evaluation in the Secondary School.(18) This document starts by identifying the aims of secondary education as set out in the Munn Report. Areas are identified which can be evaluated at the whole-school level and suggestions are made for implementing a curriculum evaluation, questions are raised about structured departmental self-evaluation and teacher self-evaluation. Self-evaluation is supported by the S.E.D. which sees evaluation as an integral part of the school activity.

In 1979 the Chief Education Officer for Oxfordshire, T.R.P. Brighouse, held a series of meetings with staff to introduce the concept of self-evaluation. Despite some original disquiet, staff were able to see the benefits which resulted from the exercise on self-evaluation in their schools. These included additional classrooms, a strategy for staff development and support for the community college development. Within the school there emerged greater open-mindedness in interdepartmental discussions and whole school proposals, Oxfordshire County Council (19).

Another form of evaluation is appraisal but unfortunately any intelligent debate about appraisal has been clouded by political statements which refer to "weeding out" bad teachers rather than improving the service for everyone. Appraisal cannot stand on its own because it is an essential aspect of good management and must form part of an overall management plan if it is to be effective. Attempts have been made in the education service to introduce appraisal and many businesses have developed schemes

but the evidence suggests some have met with limited success. This may be due to poor management and the resulting negative feelings of the staff. For appraisal to work there should be trust and it must be understood and valued by those involved. If appraisal is to stand any chance of success it should be part of a comprehensive scheme which is concerned with developing skilled well motivated and effective staff whose chances of career development are enhanced by the appraisal process. The Industrial Society has provided a structure for monitoring and evaluating, including appraisal, but these elements are part of a coherent structure which includes, a knowledge of how to achieve the task, build the team and develop individuals. The approach is known as Action Centred Leadership and has been developed by John Adair (20).

The structure includes the following key actions, defining objectives, planning, briefing, supporting, monitoring and evaluating in relation to the team, the task and the individual. The process is a logical one requiring the definition of clear aims and objectives which lead to the need to support, monitor and evaluate. Appraisal is an important element in relation to the individual but it does not stand on its own being integrated into the manager's system of managing people and the organisation. The appraisal leads naturally to guidance and where appropriate further training: it is included within the process of evaluation which also includes summarising progress, reviewing objectives and replanning if necessary.

If this system is to work, accountability must be clearly defined and this includes setting targets, defining who is the leader, what is the job, what standards of performance are expected, how an individual is progressing and where that individual is going. The process must start with a clear definition of aims and objectives.

Any appraisal system must include in its guidelines a definition of the teaching task as well as instruments for appraising the teacher. (21)

The above quotation which comes from a study on teacher appraisal concluded that :

An appraisal scheme could strongly enhance the education service in England and Wales by :

- (a) recognising and supporting good practice.

- (b) identifying areas for development and improvement.
- (c) identifying and developing potential.
- (d) improving overall professional performance. (22)

The Study recommended a national structure with approved guidelines, national and local moderation, resources for training for all personnel involved and the application of the scheme to all personnel in the education service. In the past schools have not had a clear view about their aims and purpose nor has there been an effective mechanism for evaluation. However there is a current thrust at both national and local levels to encourage establishments within the education service to clarify aims and to develop a system for monitoring and evaluating their success.

3.3 The Actions and Behaviour of Managers in Schools and Business

This section will be concerned with identifying the abilities and qualities of the manager, similarities and differences between the management of businesses and schools and the management training experiences and needs of teaching staff.

The meaning of leadership and management can sometimes be unclear; for the purpose of this section leadership is considered to be about the ability of the manager to encourage and support staff and to motivate them to be successful members of a team. Management includes leadership skills but it is also concerned with the ability to administer and organise. The need for good leadership is emphasised in much of the literature on management.

A traditional view developed that the leader is the person in the group who possess certain traits and emerges because of these qualities. This view has been rejected by researchers studying leadership. Adair claims:

Most people accept that leadership implies personality.....but it is far from being the whole story.(23)

Another view of leadership focuses on the situation and the claim is made that there is no such thing as a born leader but that certain situations will produce leadership

from one person and in other situations another person will take charge. This is known as the situational approach.

A third approach emphasises the actions necessary for successful leadership. In this approach the view is taken that most people can be trained to be leaders, what is required are suitable programmes of skills training. This method has been called Action Centred Leadership by Adair because it focuses on the action necessary for effective leadership.

Significant behaviour in terms of being an effective headteacher includes developing a caring atmosphere, showing consideration for pupils and staff, taking responsibility to the community seriously, having a high profile around the school and being concerned for pupil welfare.

Headteachers are encouraged to take a high profile, to be proactive rather than reactive and to make it clear that they are fully in charge of their schools although ready to listen and take account of the views of staff, pupils and parents.
(2 4)

David Freemantle identifies five essential elements of leadership which are summarised below :

- i trust honesty and openness.
- ii seeing employees as an essential asset to be invested in rather than a variable cost to be kept to an absolute minimum.
- iii having clearly defined principles which are applied daily.
- iv having the ability to gain commitment and cooperation from the team.
- v establishing basic essential practices including clear accountability, caring for people and setting high standards which can be achieved.(25)

Two key issues, about the way managers operate, emerged from the literature, these are that managers appear to function in terms of their ability to achieve the task and their relationships with staff which are related to the managers interpersonal skills.

In the research carried out by Jenkins he identified differences between managers in

the world of business and those who worked in schools at a senior level.(26) It is not clear whether teachers hold the same views which were revealed by the Jenkins' research but the Lothian research will address this in relation to how teachers perceive their managers to operate.

3.4 Personality

The influence of both the personality of the manager and the staff being managed, on the management process, is difficult to quantify because of the complex nature of both personality and the management process and yet there does appear to be a link between the system of management and the personality of those involved. The personalities of the individuals concerned will have developed as a result of both hereditary and environmental factors and the latter may influence the individual personality throughout life. Man is a complex animal with a personality which is affected by heredity and environmental factors including issues as diverse as physiology, culture, family and social aspects.

Many theories have been developed to explain personality, for example, Allport considered personality is concerned with the unique view and understanding of the individual whilst Rogers considered the individual's personality is affected by the impact of environment. Kelly perceived a personal framework through which the individual builds a unique view of the world and Milgram considered man is affected more by the social environmental factors.

In order to clarify the meaning of personality it may help to trace its historical context. The term persona in classical Latin is in many ways equivalent in meaning to the modern word. In Latin the term persona was used to describe the theatrical mask which was first worn in Greek drama and later by Roman actors. This meaning of personality is relevant to contemporary understanding of the term. A description of personality might include the following:

- 1 The individual characteristics or traits.
- 2 The external view which the individual defines for himself and which is

perceived by others.

3 The person-situation reaction to different stimuli.

Personality could therefore be defined as an integration of a person's beliefs and traits, the image an individual tries to project of self and reactive behaviour in different situations.

Concept Of Personality

It appears that most people have an understanding of the concept of personality but a precise definition escapes them. This even includes psychologists who find it difficult to agree on a definition, although one which is often quoted was proposed by Allport.

Personality is the dynamic within the individual of those psychological systems that determine his unique adjustment to his environment. (27)

This ideographic or individualising approach to the question is concerned with a unique interpretation of how the individual is affected by values, beliefs, feelings, interests, attitudes and expectancies. However much of the science of psychology attempts to establish general laws of behaviour which is a nomothetic or generalising approach tending to rest on the assumption that personality is primarily inherited.

Whilst Allport has argued for the ideographic approach others, for example, Eysenck has supported the nomothetic point of view. The area is one of great complexity and resulting controversy which makes it difficult for an agreement to be reached on a definition of personality. Luthans argues for a concept which includes both ideographic and nomothetic elements taking the view that a study of personality should include:

.....how people affect others and how they understand and view themselves, as well as their pattern of inner and outer measurable traits and the person - situation interaction.(28)

Carl Rogers is a representative of the phenomenological approach which gives attention to the concept of self and experiences related to self. Rogers defined his theory of personality as follows:-

This theory is basically phenomenological in character and relies heavily upon the concept of self as an explanatory concept. It pictures the end-point of personality development as being a basic cognisance between the phenomenal field of experience and the conceptual structure of the self..... (29)

In order to understand the theory it is important to understand that Rogers sees two aspects of the individual the 'I', the personal self and the 'me' the self as seen by others. According to the theory any large discrepancy between the 'I' and the 'me' can produce a dissatisfied and maladjusted person. Luthans points out that :

..it would be beneficial to remember that because self-concept is unique the application of various reinforcement, motivation, task, design and leadership techniques will have different effects on different people.(30)

Rogers optimistic humanistic view stands beside behaviourism and psychoanalysis as a useful way of examining and understanding behaviour. Whilst Rogers' theories may give us ideas about how to cater for individuals in organisations from an organisational point of view they are also valuable in helping to counsel individuals and therefore may have use in constructing schemes of appraisal or evaluation.

Allport recognises the complexity of personality and attempts to describe personality using traits and dispositions but he emphasises the limitations of these theories quoting from research undertaken by the Office of Strategic Services :

It is easy to predict precisely the outcome of a meeting of one known chemical with another known chemical in an immaculate test tube. But where is the chemist who can predict what will happen to a known chemical if it meets an unknown chemical in an unknown vessel?how then can a psychologist foretell with any degree of accuracy the outcome of future meetings of one barely known personality with hundreds of other undesignated personalities in distant, undesignated cities, colleges, fields and jungles that are seething with one knows not what potential harms and benefits.(31)

This statement rings true and indicates that environmental influences may have a strong influence on the way an individual behaves. However one must not disregard the genetic component which will provide a constant element in a person's behaviour. This component Allport regards as the traits concept. A personality trait is an aspect of an individual's behaviour which is a constant appearing in a variety of circumstances, for example, some individuals are always in a hurry whilst others

will always be late. The traits approach to understanding human behaviour assumes common traits with varying strengths which can be easily measured and compared. Allport is rather more inclined to recognise that the human personality is complex and unique seeing common traits and personal traits which interact to produce the individual personality.

Individuals often have their own way of reacting to situations. Kelly views personality as the way an individual chooses to structure reality he claims,

. one does not learn certain things merely from the nature of the stimuli which play upon him: he learns only what his framework permits him to see in the stimuli. (32)

Whilst it is difficult to find an explicit definition of personality in Kelly's accounts of personal construct theory he does imply that it is a man's way of construing and experimenting with his world. Kelly describes his philosophical position as constructive alternativism. This position is concerned with how man perceives himself and others and is relevant to the resulting predictions which man makes about people and situations.

Determinants of Personality.

The factors which determine personality are difficult to identify precisely for any individual. Arguments have raged over the years between the environmentalists and the supporters of heredity as elements in the formation of personality. The "nature", "nurture" debate will continue without doubt as both clearly contribute to the formation of personality but are difficult to measure.

The family plays an important role in personality development with the parents especially having a strong influence on the development of their children through the home environment they provide and the relationships they develop with their off-spring.

In addition to the influence of the family unit another factor of significant importance on the development of personality is culture. This is often closely linked to the

family and might be defined as social heredity although it is a part of the environmental influence and includes learned behaviour, rituals and beliefs which result from membership of a particular society or group within society Krocher points out,

The degree to which every individual is moulded by his culture is enormous. We do not ordinarily recognise the full strength of this shaping process because it happens to everyone, it happens gradually, it is satisfying at least as often as it is painful and usually there is no obvious alternative open anyway. Hence the moulding is taken for granted and is accepted like the culture itself-perhaps not quite unconsciously, but critically. (33)

The force of culture is a powerful one which influences how individual members of a society work and play, consider what is funny and sad and cope with life and death. From the time we are born culture is shaping and modelling us to follow, certain types of behaviour. Indeed this is a necessary process to avoid constant upheaval in society Pervin explains,

The stable functioning of a society requires that there be shared patterns of behaviour among its members, that there be some grounds for knowing how to believe in certain situations and for knowing what to expect of others in these situations. (34)

Erikson took a more social view of personality development stressing environmental and social influences identifying eight psychological stages of development from birth through puberty and adolescence to mature adulthood. He sees personality development as a series of crises out of which can emerge the real "me". However the crises can result in regression or progression in personal development with personality becoming more diffuse or integrated and affecting the motivation of the individual. Erikson sees the gradual development of mastery of oneself and the environment through an ability to perceive the world and the individual self. The process has special relevance for organisations because according to Erikson, young and middle-aged adults who are able to solve their crises by being productive will develop the healthiest personalities. It is valuable for both the individual and the organisation if this phenomena is recognised and acted upon by attention to career development.

A social learning approach to the development of personality has been taken by Milgram this environmental view starts with the influences on the personality of the new born infant. Its importance may be more significant than we have appreciated.

... Milgram's work on obedience to authority indicates that the social situation is as important as, if not more than, the individual's traits in determining how that person will behave.(35)

Milgram's study involved approximately 1000 adult subjects. The experiment was deliberately rigged. The subjects were led to believe they would be involved in a learning experiment to test the effect of punishment on memory whilst they were actually being tested on their obedience to authority. The subjects were required to administer an electric shock to a learner, who of course did not actually receive a shock, whenever a mistake was made in the learning process, The learner was not visible to the subject but cries would be heard from the learner as the shock was increased when mistakes were made. The subjects were sometimes persuaded to administer a shock which could be fatal and 63 percent of subjects gave this level of shock. The research suggests that people can be affected in a powerful way by the situation. Milgram has been criticised especially from an ethical point of view but he refutes this and also the suggestion that his subjects knew what was taking place:

In certain circumstances it is not so much the kind of person a man is as the kind of situation in which he is placed that determines his actions. (36)

Summary

Personality covers all the various components which contribute to representing the "what and "who" of the individual. People's personalities are made up of heredity and environmental factors which include genetic components, traits, culture, family and the immediate social situation influence.

There are many theories concerned with personality development, some but not all have special relevance to the management process; Erikson has made a special contribution to an understanding of the individual and the crises experienced in life. Carl Rogers introduced the self-concept theory; the optimistic humanistic "third

force" which may prove of value in counselling staff. The common traits and personal dispositions concept defined by Allport provide a descriptive way of viewing personality whilst Kelly's personal construct theory and perception theory share a common theme which is that people differ from each other in their construction of events. Milgram's work, on the effect of the social situation on behaviour, indicates that situations may be as important as traits in affecting behaviour. The social learning and situational view may be of special significance in understanding the behaviour of individuals in organisations.

The influence of personality on the management process is complex and difficult to quantify. The investigation of this in the research in Lothian may help to clarify what influence, if any, teachers perceive personality has on the management process.

3.5 Managerial Effectiveness

In 1945 researchers, at Ohio State University, chosen from a variety of disciplines, developed the Leader Behaviour Description Questionnaire (LBDQ) in order to undertake research about leadership in a number of different types of organisation and situations including the armed services, regional co operatives and the education service.(37) The same two dimensions of leadership emerged from the research, consideration and initiating structure. These two dimensions could be compared, suggest the researchers, with recognition of individual needs and relationships (consideration) and task or goal orientation (initiating structure). The Ohio Studies were the first to point out the relevance in leadership of both task and interpersonal, human dimensions.

In order to investigate headteacher management functions and effectiveness as perceived by teachers these two dimensions of task and interpersonal orientation will be considered.

3.6 The Role of Parents in Schools

It is suggested by Davies that there has been a movement, which could be traced to beginning in the 50's, for parents to have a greater say in school life.(38) Schools have gradually responded to this movement by allowing parents into the school and providing them with information about what is happening in the school.

Recently a great deal of thought has been given to relationships between parents and the school and a number of schools have developed machinery to improve communication and understanding. However not everyone is impressed:-

At the same time, I cannot escape the impression that much less has been achieved in this area than the quantity of paper and rhetoric would suggest. (39)

Glatter suggests this issue of parent power seems to have been "high-jacked" by one particular section of the political spectrum. (40) The Conservative Party does not think the education service can be led by the producers but should be shaped by the users. This view may well lead to a defensive position being taken by the profession.

However the experience in Denmark, where parents have been involved in the management of schools, has not led to serious difficulties, possibly because Danish Society is more equable although there are some problems and projects have been initiated to improve interaction between parents and teachers.

In Scotland the Government has proposed that school councils should be replaced by school boards with a majority of parents elected by secret ballot. Teacher members and community representatives would also be included and the boards would start with a number of basic responsibilities including, a right to raise questions about any matter, authority over expenditure on books and materials, involvement in the appointment of senior staff, power to raise and spend money for the school, communication with parents and the community and the use of the school "out of hours".

These proposals were subject to public consultation and the main concerns relating to the proposed powers of the school boards were as follows. There was a fear that

parents would interfere in professional areas like the curriculum and assessment: a concern was expressed that boards might be involved in hiring and firing teachers and might be obliged to take on tasks which were too difficult for their abilities. These were the main fears and the government responded with some changes.

The government's main conclusions were, there should be a board for every school which would be elected for a four year period with specific arrangements for elections, the Boards would have a statutory right to report to parents and headteachers should make proposals for expenditure for their boards to confirm. In relation to the appointment of the headteachers, boards should have the power of approval rather than a veto. Some items were to be excluded from the board's responsibility including control of the curriculum and the power to raise funds. There should be no power for the Secretary of State to increase the general basic level of powers.(41) Since the writing of this chapter the proposals of the Secretary of State have been implemented and school boards established.

In England the powers of the governors appear to be similar but with the power to opt out of the state sector being granted to the governing body and more control over the budget. A survey carried out in Leicestershire recently of nearly 2000 governors indicated that their desire to alter teacher autonomy is not as strong as government policy suggests. The survey points out that there is often a deferential attitude towards the headteacher by governors and it therefore seems unlikely that there will be a significant change in the power relationship. Governors appeared to want to improve their knowledge of the system by attending courses to enable them to be of more use to the school. (42)

Barton suggests that a more equal partnership of all parties is needed in relation to school management.(43) If this can be achieved he suggests all stand to benefit including the children, teachers, parents and the community. But how much will the new governing bodies and school boards be able to achieve?

A number of uncertainties are apparent in the future role of the proposed school management organisations in England and Scotland. As Whitaker points out, will there be sufficient interested parents coming forward to volunteer for nomination



and do elected parent-governors really represent parents?(44) Another problem is the ability of parents to really influence things rather than be differential to the school staff. A final issue is the impact on the motivation in the school which some governors or boards may have. In Scotland (45) the sacking of the headteacher at Jordanhill School in November 1988 raised questions about the objectivity of the School Board members but these were rejected by the parents whilst in England the powers and responsibilities of the various parties have been questioned, for example in Bradford the LEA (46) had to establish its powers over the governing body in respect of the right to hire and fire staff and in Poundswick (47) the 'graffiti' case showed an LEA to be overriding the decision of the governing body in relation to school discipline.

One solution to the problem of incompetence might be to train parents to enable them to be effective governors which has led Whitaker to suggest that,

Since governors are meant to be more accountable to their various constituencies, then they should receive guidance on how to represent and be more accountable. (48)

Looking to the future Davies suggests that there is a strong case for establishing a single body responsible for policy formulation.(49) This body could provide a forum for discussions about policy and could help to reduce conflict by encouraging open debate. The difficulty would lie in how to deal with the membership issue and the chairing of meetings.

Perhaps we should let Brighouse have the final say,

It is an awkward time to write definitively and usefully about the issue of politicising managers or managing politicians because, in a sense, we're at the end of one period and at the beginning of another. It would be my contention that in the new period it will not be education officers but headteachers who address the issue. (50)

Summary

The concepts discussed in this chapter relating to school management include, the

management and decision making process, the formulation and evaluation of school aims, the actions and behaviour of managers in schools and business, personality and its influence on the management process, managers effectiveness, and the role of parents in the management process. Issues related to each of these topics will be examined in detail in the following research chapters.

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CHAPTER 4

PROCEDURES FOR CONDUCTING THE SURVEY

4.1 Selecting the Key Factors

Before formulating the questionnaire it was necessary to undertake a review of the literature including books, articles and research theses from which a number of issues began to emerge, including the decision making process in the school, leadership style of the head, and the system of communication.(1) Other management issues which included planning, aims and objectives, evaluation and appraisal were identified as areas of concern. The training of promoted staff, in particular, was an issue which underlay some of the problems identified in schools as was the effect of personality on the management process. Headteacher's management skills were investigated by Jenkins and further research would be worth undertaking as a means of checking the reliability of his work.(2) The role of parents in school management was becoming a political issue at the start of the research and it appeared both topical and important to investigate. These were the key areas which were chosen from the initial review of relevant material.

4.2 Clarifying the Main Questions

Before deciding on the pilot questionnaire a number of unstructured preliminary interviews, lasting about half an hour, were undertaken with teachers at both promoted and unpromoted levels in schools to clarify the main issues. The interviews were conducted, in June 1987, during a period of industrial action and strong views on management were expressed by some teachers for example:

I think the primary issues are policy and decision making. These matters are very time consuming at this school. The style of management is democratic. I am not sure there is sufficient time for this to be done.

I feel consensus requires people to be persuaded and this leaves the system open to manipulation by the leader.

I see the union as essential -- fighting for rights -- there does need to be trust between unions and management and a lack of this can damage communication.

I have experienced three different headteacher management styles, authoritarian, laissez-faire, and participative. The first and third had points in their favour because you knew what to expect. The second was not satisfactory because the headteacher tried to be all things to all people.

Management and leadership are relevant to all staff in the structure. Unfortunately there is a lack of training for many staff. However in a participative structure more responsibility is placed on staff with a resulting need for expertise.

Some of the issues raised by interviewees in this preliminary session were used in the pilot interview schedule whilst others were selected for the final schedule.

One assistant director of education was also interviewed as part of the preliminary process. A selection of comments follows,

The management/leadership of the school has to be more aware and less democratic than it used to be. Unions and management will need to work at coming closer together.

There is a need for personnel management training to be given to headteachers and schools will need to have their own staff development schemes. This will raise the problem of identifying needs, with appraisal possibly providing an answer.

Imaginative leadership can help to avoid conflict which can be more of a problem in some schools than others.

From the initial interviews some important issues seemed to be emerging, for example, there appeared to be a different perception between senior management, middle management, and the unpromoted teachers. Some staff appeared to prefer participation whilst others found it difficult to handle and were even suspicious of being asked their opinions. Some teachers suggested that it was the head's job to manage and therefore he should take the decisions and not expect the staff to do this. There was an expressed need for more management training.

At this stage it was decided to run some management training courses based on the Action Centred Leadership model and transactional analysis concepts in order to

explore some of the issues through practical experiences. It was evident from statements made by participants that their knowledge of management processes was limited and the concepts being introduced, whilst not new to many members, had not been used in the structured manner required by the course. Participants indicated they had learnt about leadership roles, management structures and the need to manage resources and to develop relationships between individuals and with the team. Staff at all levels responded well to the courses and this experience helped to develop a clearer picture of the issues and the need to focus on certain topics in the research including, consultation, decision making, communication and evaluation. Participants indicated they had learnt about leadership roles, management structures, the need to develop relationships between the individuals and within the team, decision making, consultation, communication and evaluation.

A leadership behaviour description questionnaire devised by the Personnel Research Board at the Ohio State University and adapted by Halpin and Winer for investigating leader behaviour of aircraft commanders was reviewed to see what could be learned and applied.(3) Two aspects of leader behaviour were identified in the questionnaire used for the commanders, initiating structure and consideration. These could also be called task orientation and interpersonal relationships. These terms were used in the final questionnaire used in Lothian.

Having identified some of the key questions to be addressed the next stage was to start to formulate a questionnaire schedule which could be piloted.

4.3 Developing The Questionnaire

The main focus of the research was to be the views and perceptions of the interviewees. Due to the nature of the evidence required for such a qualitative investigation it was decided to use a semi-structured interview method to enable opinions to emerge from the interviewees. Research objectives were as follows:-

- (a) To investigate teachers' perceptions of management in Lothian Region

secondary, and primary schools and a small selected sample of independent schools in Lothian.

(b) To assess the level of understanding which teachers have of management processes in schools.

(c) To discover if there are differences of views on management between promoted and non-promoted staff.

(d) To see if there is any relationship between subject background and views of management.

(e) To evaluate what the research indicates about future training needs.

The interview schedule had to be capable of being used for all the various levels of interviewee identified using a sampling frame. Approximately 45 minutes were allowed for each individual interview.

The following issues were to be explored:-

(a) The consultation and decision making process in Lothian schools.

(b) Whether schools have clearly defined aims which are understood by the staff and a structure for their evaluation.

(c) The type of manager teachers prefer in relation to interpersonal and task aspects.

(d) The management training of teachers .

(e) The views teachers have of the role personality plays in the management process in schools.

(f) Lothian Region teachers' views on the effectiveness of their headteachers in interpersonal skills and the task.

(g) Teachers' views on the role of parents in the management process in schools.

The pilot questionnaire was based on issues which had emerged in the initial pilot exercise and items identified from the literature review; in particular the following were helpful, The Teacher, the School and the Task of Management,(4) Job Perceptions of Senior Managers,(5) The Principalship in Georgia,(6) Leadership Styles and Job Satisfaction in the Primary School,(7) Effective Secondary Schools,(8) and Effective School Management,(9).

The pilot questionnaire, which contained twelve key questions, was piloted in schools and as a result a number of the questions were modified and the overall number reduced as it became clear they would generate more information than could be handled. During the pilot phase an attempt was made to refine the approach to interviewing with special reference to developing rapport with the interviewees. A special concern was the possible inhibiting effect the interviewer might have on the teachers. In practice this did not appear to happen.

The final questionnaire was produced during the Autumn of 1987 to enable the final interviews to take place during the following year. See appendix for the questionnaire which was used.

4.4 Sampling Frame

A sampling frame was devised to obtain a representative sample of unpromoted and

promoted staff in primary and secondary schools in Lothian Region and a small sample from the independent sector. Figures were obtained from the Education Department of Lothian Region. This information covered the distribution of staff according to age, sex, subject, length of service and level of responsibility and enabled the sampling frame to be produced.

Details of Sampling Frame

Total Number of Teachers in Promoted and Unpromoted Posts-Primary and Secondary Schools-October 1987.

Secondary

	Men	Women	
Promoted posts	1307	572	
Unpromoted	606	1 074	
Total	1913	1646	(3559)

Primary

	Men	Women	
Promoted posts	120	357	
Unpromoted posts	107	1 877	
Total	227	2234	(2461)

Using the information available on the structure of the teaching force in Lothian Region it was possible to produce the detailed sampling frame. Approximately 130 secondary teachers, including 16 independent school teachers and 70 primary teachers would be selected for interview.

The sample included male and female promoted staff, headteachers, depute heads, assistant heads, principal teachers and unpromoted staff in appropriate proportions to reflect the estimated distribution. The sample is also representative of the age structure, length of service and the subject areas.

This sample came mainly from the Edinburgh area of the Region. This area covers most of the different socio-economic groups in Lothian except for a rural area. The maximum number of staff interviewed from any one secondary school was five and from the primary school three.

Composition of the sample

Position

Headteacher	11
Depute Head	07
Assistant Head	24
Principal Teacher	51
Assistant Principal Teacher	04
Unpromoted Teacher	99
Probationer	04
Total	200

Sex

Male	Female
84	116

Age

A	24 or under	04
B	25-----34	42
C	35-----44	69
D	45---55	67
E	56-----65	18

Years at Present School

1	0----	05	77
2	6-----	10	46
3	11-----	15	41
4	16-----	20	26
5	21-----	25	50
6	26-----	30	50
7	31+		00

Years in Teaching Profession

1	0-----	5	19
2	6-----	10	26
3	11-----	15	62
4	16-----	20	38
5	21-----	25	25
6	26-----	30	18
7	31+		12

Subject Category

01 English	15
02 Science	18
03 Mathematics	21
04 Social Science	17
05 Modern Languages	10
06 Drama	01
07 Religious Education	04
08 Art	06
09 Special Ed. see 19	
10 Physical Education	07
11 Technical Education	08
12 Home Economics	06
13 Outdoor Education	03
14 Computer Education	01
15 Business Studies	03
16 Primary	71
17 Classics	03
18 Music	04
19 Learning Support	02

200

In view of the complex nature of the sampling frame it did not prove to be possible to stay precisely within the predicted sample when selecting the interviewees as it was occasionally not possible to find the precise combination of promoted post, subject and gender..

4.5 Undertaking the Interview Survey

An attempt was made to ensure reliability and validity in a number of ways. Firstly it was planned to undertake the interviews during a period of no more than twelve months to reduce the influence of changes which were taking place within the Education Service. Secondly care was taken when approaching interviewees to try to establish rapport through assuring interviewees of a desire to get their honest views and guaranteeing information would be treated as strictly confidential with no record being kept of names of those interviewed. It was also explained that the information would be stored on computer disc would be anonymous and only retrieved to undertake an analysis of the results. Thirdly the same broad issues were explored in the interviews and every effort was made to ensure there would be as little personal influence as possible on individuals, by the interviewer. It is of course difficult if not impossible to avoid some degree of influence through tone of voice or body language.

Interviewees were selected by first of all contacting the headteacher and asking if teachers in the identified categories would be willing to be interviewed. The head then contacted the staff and informed the interviewer if the interview could be arranged; few if any staff appeared to refuse.

The interviews were started in November 1987 and completed in November 1988 after the teachers' salary settlement resulting from the Main Report. Each interview lasted between 30 and 45 minutes and was held in private. Interviewees were told about the background and purpose of the survey and asked if they wished to seek further clarification about any issue before the interview started. Interviewees were asked each question in turn and left to answer without further comment unless they

requested any clarification or did not appear to be able to respond, in which case a prompt would be given. Interviewees were thanked at the end of their interviews and invited to read a copy of the final research report if they wished. If it is possible to produce an abridged version this will be appreciated by the interviewees. A number of the interviewees said the questions had encouraged them to think more deeply about management issues in the school and they welcomed the opportunity.

A written record was kept of each interview which was recorded on a standard form designed for the purpose. It was decided at the outset not to tape record the interviews as it has been found from past experience that it can prove difficult to really use the recordings effectively due to their length and some people can be inhibited by the use of the tape recorder. Where there was any doubt about what was said any written statement was read back to the interviewee and if necessary the record was amended.

As soon as possible after the interview, often the following day, the record was stored on a computer disc for further investigation and assessment.

4.6 Limitations of the Research

Size of the Sample

It was decided that a sample of two hundred promoted and unpromoted staff was sufficiently large for a qualitative study and that it would provide enough data to enable conclusions to be drawn which would be reasonably representative of teachers as a whole.

Length of time for interview process

The length of time can affect the reliability of the research as aspects change with time. It was calculated that within a twelve month period the influence of changes

would be minimised and therefore it was decided to conduct the interviews within this period of time. However some influence could not be discounted especially in relation to the implementation of the Main Report on teachers' salaries and conditions, proposals for the introduction of school boards and the development of new curricula and examinations required for Standard Grade and the Scotvec certification.

The Validity of the Questionnaire

It was necessary to focus on particular topics and issues and this meant leaving out some aspects. After very careful thought and selection the key issues of a qualitative research project on perceptions of management in schools were identified. The view was taken that a semi-structured open question approach would encourage views to flow more easily than a tightly structured fixed alternative questionnaire thus helping to highlight important points. However measurement is difficult with such an approach and this must be considered when evaluating the evidence.

Headteacher Bias on the Selection of Interviewees

It was important and necessary to obtain the headteacher's support and agreement for the interviews. Heads were asked to arrange with staff who would be willing to be interviewed and when they might be available for interview. This was done within a tight specification based on the interview schedule. However in a number of limited instances heads had made choices about who should be interviewed and this could have caused a bias, although hopefully, it would be slight.

4.7 Collating the Results and Drawing Conclusions

The qualitative responses to each question were recorded in writing and then stored in an Amstrad PCW using a Masterfile 8000 programme. The approach adopted to the collection and categorising of the data would be described as naturalistic by Guba and Lincoln who defined this approach as an investigation where the parameters of

the problem serve to determine the limits of the inquiry.(10) This raised the question of the need to derive a set of categories within which to classify and interpret that which was recorded and observed.

With this approach to research it is important to be careful about collecting and interpreting information. The researcher needs to be constantly alert to the need to be aware of personal and subject bias; constant cross checking of references with the selected interview material is necessary.

The record of the interview was coded as it was stored in the computer which enabled responses to be collated and compared. The responses were analysed under the following seven headings by, analysis of all data, promoted post, gender, school, subject in the secondary school and then using two dimensions, of promoted post/gender, gender/school, school/promoted post, faculty/promoted post and faculty/gender. Quantitative and qualitative analysis was done, from the data, for each question with the latter being used to illuminate the figures.

As the approach to the research was qualitative it is probably wise to be careful when making inferences from the research. The evidence is probably best regarded as providing an indication of a general trend and not an accurate quantitative assessment.

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Chapter 5

Perceptions of the Management Process in School

Introduction

The concepts relating to the management process have been described in chapter 3 where it emerged that the way in which decisions are taken may affect the perceptions of staff. Douglas McGregor considered that where staff were involved in the process this could affect their attitude; his X and Y theory identified managers who believed in delegation and enrichment, the ~~X~~ type manager, whilst the ~~X~~ type manager exercised a firm controlling approach, not trusting their staff with responsibility.(1)

The increasing use of a senior management team especially in secondary schools, where it is often known as the board of studies, has been identified by the S.E.D. and to an extent in primary schools, a similar senior management team may operate but it is smaller and may only consist of the headteacher and an assistant head. It emerges that fewer decisions in schools are being taken solely by the headteacher.(2)

The process of communication has been identified as an important aspect of team building and power sharing in chapter 2, and the S.E.D. suggests there should be regular meetings with the communication of decisions to staff and others.(3)

Decision-making and communication are related to the style adopted by the individual managers, for example the autocratic style would not encourage open two way communication whilst the executive style could encourage such a method. Different styles have been described by Reddin and they are listed in chapter 3.(4) In the discussion with interviewees the styles which emerged indicated that in some cases the head teacher decides without discussion, whilst in others there is considerable discussion and decision by vote, and sometimes the head has consultation with staff

and then the decides, but in some schools there is no clear system for decisions. The names chosen for the different styles were similar to those of Reddin namely, autocratic, democratic, executive and laissez-faire.

The interviewees were asked three questions about the management processes based on issues which were identified from the literature previously mentioned:

- i What is the decision making process, in relation to policy in your school?
- i i When decisions have been taken how are they communicated to all staff?
- iii What management style do you consider your headteacher uses?

The following convention was used for labelling the various teacher posts at promoted and unpromoted levels, headteacher (ht), depute headteacher (dht), assistant headteacher (aht), principal teacher (pt), assistant principal teacher (apt), unpromoted teacher (unp), probationer (prob).

5.1 The Decision Making Process

- (1) What is the decision making process in relation to policy in your school?

The categories which follow were identified from the interviews with teachers who perceived decisions being made by the headteacher, the senior management team, through a process of consensus, by a committee or some other process.

A) Analysis of all Data. (includes all respondents from primary, secondary & independent schools.)

Most of the respondents were in the first three categories with the senior

management team being perceived to have the most involvement in the decision making process. The evidence indicates efforts are being made by management to consult and this process has been encouraged by the S.E.D. in recent years and whilst half of the respondents saw the consultative style in operation many of the remainder felt remote from the consultative process.

Table 1

Category	Total	%
Senior Mgt.Team	8 5	4 3
Headteacher	5 2	2 6
Consensus	4 2	2 1
Committees	0 6	0 3
Other	1 5	0 8
Total	200	

In some schools staff see the senior management team working in an open consultative style but a significant number of staff, especially at principal teacher level and below feel remote from decision making. Almost half of the staff see the senior management team, or board of studies, as being responsible for policy decision making. Some of these staff see the senior management team working through a process of consultation which involves the principal teachers, "Management team make policy - below them heads of department meet at regular intervals and discuss policy - fair amount of consultation I represent department views", (pt). However other staff, especially the unpromoted ones felt they did not have enough involvement in the process, "The management team makes the major decisions, assistant teachers are not given enough opportunity for input", (unp).

Promoted staff also perceived themselves to have limited involvement in decision making which they perceived to be, "Taken by senior management team rather than the head of department. It seems to me principal teachers are not asked enough for their views although the guidance staff seem to be", (pt).

Taking the three categories of, "senior management team", "consensus", and "committee" almost two thirds of the interviewees perceived the process to be delegated by the headteacher, and slightly under a quarter perceived the head to be making the decisions. Of course there could be a fine dividing line between the headteacher being seen to be making the decision and actually making the decision after fully consulting with the senior management team and other staff. Where the headteacher is perceived to make decisions some staff think this is done through genuine consultation whilst others see the consultation to be manipulative. Some of the headteachers interviewed saw themselves consulting but being accountable for the decision making, "All staff are involved in the decision making process but the final decision is mine", (ht). This view is supported by some staff who perceived the following, "Ultimately the headteacher but there is consultation and if everyone was against the decision the head would not proceed", (unp). But other staff are cynical about the headteacher's involvement in decision making, "Decisions are made by the headteacher. I feel the consultation process is a sham the head pays lip service to it", (unp).

Where "consensus" operates it is perceived to be a genuine process. Approximately a fifth of the respondents considered this to be the system, "Consensus most of the time through discussions at staff meetings. If agreement cannot be reached the headteacher makes the decision", (aht).

B) Analysis by Promoted/Unpromoted post - all staff interviewed.

Holding a promoted post does not appear to make a difference to opinions and the resulting category, except in the case of "consensus". This may be related to the management approach used in the primary sector or an over estimation of its importance by non-promoted staff, i.e. distance from decision making leads to an inaccurate perception, however this difference may be just related to the primary school and it will be investigated in a later section.

"The senior team", the most popular response emerging, appears to be perceived to

operate in a consultative manner using the departmental organisation for consultation with individual members. However some unpromoted staff perceived they were not given enough opportunity to contribute. This will be considered in more detail in a later section.

Table 2

Category	Promoted		Unpromoted	
	no	%	no	%
Senior Mgt Team	43	44	42	41
Headteacher	24	25	28	27
Consensus	15	16	27	26
Committees	05	05	01	01
Other	10	10	05	05
Total	97		103	(200)

Nearly a fifth of the promoted interviewees believed that a system of consensus operated in their school. Where this occurs, "Senior staff discuss ideas and then meet with the staff to collect opinions - small groups formed - the head and depute try to achieve a balance", (dht). Whilst a slightly larger group of unpromoted respondents opted for this method of decision making which they perceived to operate through, "... discussion at staff meetings. If agreement cannot be reached the head makes the decision", (unp). The analysis by gender revealed broadly similar results indicating there was no difference attributable to gender.

(See table 5.0A in the appendix).

D) Analysis by Primary/Secondary School

The responses from each sector show significant differences with the most obvious being in the involvement of the senior management team and the use of consensus. Over a half of secondary staff perceived the management team to be responsible for decision making whilst between a fifth and a tenth perceived this to be the case in the primary sector where the "senior management team" is less common. However the opposite appears to happen in relation to consensus with approximately half of

primary staff perceiving this to operate in their school, whilst under a tenth of secondary staff perceived consensus to operate in their school. The headteacher is perceived to be responsible for decision making amongst more primary than secondary respondents.

Table 3

Category	Primary		Secondary	
	no	%	no	%
Senior Mgt Team	11	15	74	54
Consensus	31	43	11	08
Headteacher	23	32	29	21
Committee	03	04	03	02
Other	03	04	12	08
Total	71		129	(200)

Over a tenth of primary respondents perceived a senior management team to operate in their school and two approaches emerge, one rather lacking in genuine consultation and the other participative where, "Head and I discuss things initially and then we consult the staff - we then make a decision based on feedback - very much consultative", (aht).

Over half the secondary respondents perceived the senior management team to be the policy decision makers where, "Policy comes through the board of studies which includes the principal teachers. It is fairly easy to get your views noted. Sometimes it seems the senior management is forcing a view", (unp). Typically the secondary schools have a structure of departmental heads and assistant head teachers whereas the primary school normally has one or more assistant heads thus the management team is usually only small and probably has less influence. It is therefore not surprising that the secondary staff perceived the senior management team to have a more influential involvement than the primary staff.

Over forty percent of primary school respondents, perceived consensus to operate in the decision making process by means of, "... the medium of workshops in which we work together - more of a consensus approach", (unp) but only a small number of

secondary respondents perceived consensus to operate in their school, "...head consults much more than in the past", (pt). The use of consensus in primary schools is possibly due to the size of the organisation and the limited use of the senior team which may only consist of two or three senior staff. It may be influenced by women staff who are more numerous in the primary schools and who may be more inclined to work co operatively than men. Whilst in the secondary school consensus is very difficult to achieve due to size of the school, the strong departmental structure and the influence of more men in promoted posts.

The headteacher is perceived to be more involved in taking decisions in the primary school than in the secondary school. This may also be a reflection of the size of the primary school with staff being more able to see the headteacher actually taking decisions and it may also be due to the limited use of a senior management team in the primary school leaving the head to take the decisions if he is not receptive to the consensus approach. The headteacher was perceived by almost a third of primary respondents to be adopting a consultative approach to deciding policy, "...we have a reasonable say through consultation", (unp), but others feel little sense of involvement, "I think everything is processed through head via promoted staff. We are asked for our views but I doubt if much notice is taken of them", (unp).

A fifth of the secondary respondents perceived the headteacher making policy decisions but with assistance especially from the senior management team, "I suppose the head makes the decisions although I know she is assisted by the board of studies", (pt), whilst others were unclear about the decision making process in their school, "It is certainly not clear where decisions are made", (pt). Secondary staff are more remote from the point of decision taking and may perceive decisions are taken by some anonymous part of the organisation and thus choose the senior management team rather than the individual headteacher and it is also possible that the teachers' views are a correct reflection of what takes place.

E) Analysis by Subject in the Secondary School

In the secondary sector the evidence has already revealed the majority of teachers perceiving the management team as the decision making body in relation to policy and a large number also opted for the headteacher as the decision maker. The analysis by subject confirms previous evidence but reveals some interesting differences. Some numbers for categories are quite small and are probably insufficient to draw conclusions.

In order to structure the information, and thus make it manageable in current curricular terms, the secondary subject teachers have been grouped according to a faculty arrangement based on the Munn Report (1977). The groupings chosen are as follows. These will be used whenever evidence is reviewed on a faculty basis.

Aesthetic & Linguistic Faculty (A & L)

Art
Drama
English
Languages
Music

Personal & Social Faculty (P & S)

Outdoor Education
Physical Education
Religious Education
Social subjects

Scientific & Technical Faculty (S & T)

Business Studies
Technical Education
Home Economics
Maths Science

Table 4 (See also table 5.1A in the appendix)

Category	A & L		P & S		S & T	
	no	%	no	%	no	%
Senior Mgt Team	23	58	23	70	29	51
Headteacher	05	12	06	18	18	32
Consensus	02	05	02	06	07	12
Committee	02	05	01	03	00	00
Other	07	20	01	03	03	05
Total	39		33		57	(129)

Some significant differences appeared when analysing by subject with more respondents with a scientific and technical background perceiving the head to be responsible for decision making, whilst more staff in the personal and social area perceived the senior management team to be responsible.

In faculties A & L and S & T over half the respondents perceived the senior management team taking decisions with little evidence of involvement of other staff, "The board of studies meets twice a week and takes decisions - I am not aware of other staff being involved", (aht), but in some cases the process is considered to be developing to produce more participation",... recently there has been an opening up of the decision making process," (pt)

The faculty P & S members opted strongly for "the management team", almost three quarters of respondents choosing this category. A possible reason for this could be a strong perception on the part of the interviewees that teams are responsible for decisions in the school because respondents believe in strong personal and social interactions. On the other hand they could well be the most critical if the team approach does not work and this appears to be what happens, "A lot of criticism is levelled at the board of studies but it is not appreciated how little room there is for freedom of action", (aht).

Respondents in faculties A & L and P & S gave considerably less support to the idea of

the head being the decision maker with under a fifth of respondents choosing the headteacher as decision maker, taking a rather cynical view of the head who is seen as behaving in an autocratic manner, "... what is seen to be done and what actually happens are two different things", (unp). Interviewees in faculty S & T chose the headteacher as the decision maker more frequently than other faculty members but the reason for this is unclear; it may be due to there being more promoted staff in this faculty who are nearer the decision making process and see the head making the decisions. Interviewees perceived a number of important decisions now being taken outside the school organisation and this is probably due to greater involvement of the government in policy making and a more centralist approach. Almost a third of respondents in faculty P & S identified the head as decision maker sometimes seeing the process as consultative, "A discussion document is put out to principal teachers and then views obtained - the head takes these views into account when making his decision", (pt). But to the majority the process does not appear to be consultative. One headteacher's view illustrates this problem, "I lead from the front and this can turn staff off", (ht).

"Consensus" was chosen by only a few respondents, whilst there is still talk of a collegiate approach in secondary schools little evidence of this being perceived to be the case, by those interviewed, can be found. Some of respondents saw consensus resulting in too much democracy. The analysis by promoted post/unpromoted post/gender revealed broadly similar responses. (See table 5.2A in the appendix).

G) Analysis by Gender/School

The first three categories showed marked differences for instance in the primary sector there are significant differences between the men and women. "Consensus" is chosen by the largest percentage with almost half the men opting for this category. Over a third of women perceived the head to be taking the decisions whilst only a fifth of men perceived this to be the case. In the secondary sector more women than men perceived the senior management team to make the decisions and more men than women perceived the head to decide which is the reverse of the primary sector .

Table 5

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Senior Team	03	20	08	14	36	52	39	66
Headteacher	03	20	20	36	19	28	10	16
Consensus	07	47	24	43	08	12	03	05
Committee	02	13	01	02	01	01	02	04
Other	00	00	03	05	05	07	06	10
Total	15		56	(71)	69		60	(129)

The primary sector revealed a somewhat different picture from the secondary with about a fifth of men and under a fifth of women perceiving the senior management team to be making policy decisions. It is likely that this is due to the relative absence of a well developed senior management team in the primary school. A fifth of primary males who perceived the senior team being responsible for decisions expressed concern about the lack of real discussion, "Centrally managed by the management team - head probably influences this - more participation recently but may be cosmetic", (unp). Slightly fewer primary women respondents chose the management team but perceived a more consultative process.

In the secondary sector "the senior management team" is the most common choice. More than half the males chose "the senior management" and two thirds of the females as the most common process for decision making, "The board of studies plays an important role - it put forward suggestions then staff meetings discuss them and then board of studies meets to discuss what has emerged", (unp). This view may be the result of women seeking a more co operative structure and perceiving co - operation to be actually happening. It may also reflect the lack of women in promoted posts with the men being near decision making and actually seeing the head taking the decision rather than the senior team. In the primary sector the most common choice was "consensus". Almost half the male and female primary respondents chose

consensus as the method of deciding on policy, " The ultimate decision rests with the head but major decisions are made through consensus, sometimes through ballot - process of consultation with staff", (unp). "Consensus" may be the process used because of the nature of primary education with generally smaller schools and no pressure from subject departments to undertake their own separate approach.

"Consensus" receives little support from the secondary sector, with just over a tenth of the men opting for this choice and only a twentieth of the women. This choice is probably linked to size and the influence of the subject departments reinforced by the examination system.

"The headteacher" was quite a popular choice for decision making in relation to policy in the primary school. There is a marked difference between men and women with 20% and 36% respectively choosing this category. This may be because the majority of women are unpromoted and not involved in the decision making process resulting in them perceiving that the head is taking decisions without really knowing where they are taken.

The secondary sector reveals a slightly different picture with over a quarter of secondary men respondents perceiving the headteacher being responsible for making decisions in a consultative style, "Principally decisions come from the headteacher who seems very democratic and positive", (pt). Significantly fewer secondary women respondents chose the headteacher as the major decision maker in the school, some of the respondents perceived little if any consultation, "I think everything is processed through the headteacher via promoted staff. We are asked for our views but I doubt if much notice is taken of them", (unp).

A comparison of the primary and secondary sectors reconfirms the view that the senior team is much more involved in decision making in the secondary sector where it is the main agency responsible for this process. Both men and women do not see consensus as playing a significant part in the decision making process in the secondary school whilst the reverse is true in the primary sector. The differences

are not as marked in relation to the involvement of the headteacher in decision making in the two sectors.

H) Analysis by School/Promoted Post

In the primary sector "consensus" emerges as the most common method of decision making whilst in the secondary sector the choice is the senior management team. Unpromoted staff in each sector have a different perception of the involvement of the head teacher.

Table 6

Category	Primary				Secondary			
	prom		unp		prom		unp	
	no	%	no	%	no	%	no	%
Senior Team	06	25	05	11	37	51	38	68
Consensus	10	42	21	45	05	07	06	11
Headteacher	06	25	17	36	18	25	11	20
Committee	02	08	02	04	03	04	00	00
Other	00	00	02	04	10	14	01	02
Total	24		47	(71)	73	56		(200)

More promoted primary staff perceived the senior team approach to operate than unpromoted staff which is probably related to the small numbers of senior staff who are in touch with what is happening in schools and unpromoted staff not being aware that the head is, in some cases, sharing decision making. This perception is supported by previous evidence.

In the secondary sector just over half the promoted respondents believed, "Decisions

are made by the board of studies following discussions", (ht). Whilst a larger group of unpromoted secondary respondents perceived, "A lot of decisions are taken outside the school nowadays. Within the school the board of studies are responsible, sometimes there is consultation", (unp). The unpromoted staff responses may be higher because they are less aware of the role of the senior team and assume it has more responsibility than it really does.

"Consensus" is quite a popular choice for promoted primary respondents but even more unpromoted primary respondents perceived, "It seems as though things will be discussed and agreement reached - not directed from the top", (unp). The possible reasons for this choice in the primary sector have been suggested in another section of this research. Few staff in the secondary sector chose "consensus" which is the converse of the primary choice and supported by evidence from other sections. It has already been suggested that this is probably related to size and the departmental structure in the secondary school.

1) Analysis by Faculty/Promoted Post

A large percentage chose the senior team, some perceived the headteacher being the decision maker and there is little support for "consensus".

Table 7

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	prom		unp		prom		unp		prom		unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Senior Team	11	48	12	75	12	60	11	85	14	47	15	56
Headteacher	02	09	03	19	04	20	02	15	12	40	06	22
Consensus	01	04	01	06	02	10	00	00	02	07	05	19
Committee	02	09	00	00	01	05	00	00	00	00	00	00
Other	07	30	00	00	01	05	00	00	02	07	01	04
Total	23		16		20		13		30		27	
	(129)											

Many interviewees chose the senior team and this view is supported by other evidence related to the secondary sector. There were considerably more making this choice in faculty P & S, than in faculty S & T and this may be a reflection of their different perceptions, with the scientist, especially when promoted, being less inclined to support a social approach through the team. Evidence for this comes from comparing faculty S & T 40%, and 22%, with faculty A & L 9%, and 19%, in relation to the head deciding. A much higher percentage of the faculty S & T promoted staff are seen to opt for the head.

Nearly half the promoted staff in faculty A & L chose the senior team perceiving little involvement of other staff outside the senior team, "The board of studies meets twice a month and takes decisions - I am not aware of other staff being involved", (apt). However in some cases the process is considered to be more participative, "Until recently the board of studies made the decisions about the curriculum but recently there has been an opening up of the process", (pt). Three quarters of the unpromoted staff in faculty A & L saw the team being responsible for making the decisions; in some cases the team was lacking close contact with staff, "more remote here than in my last school - line management is not always clear, consultation with staff is poor", (unp).

Also in faculty P & S a large number of the promoted and unpromoted respondents claimed the senior management team made the decisions, "...made at the top by the board of studies and the head. We are asked for our views but I am not sure how much notice is taken of them", (unp).

In faculty S & T there was less support for the senior management team by those promoted staff who perceived this to be the body for making decisions with, "A lot is decided outside the school nowadays. Within the school the board of studies is responsible - sometimes there is consultation," (pt). Over half the unpromoted teachers in faculty S & T perceived the senior team to be the process for making decisions through, "...obtaining views and then deciding", (unp).

Relatively few promoted and unpromoted respondents in faculties A & L and P & S chose the headteacher as the decision maker. However in faculty S & T more of the promoted and unpromoted respondents perceived the headteacher to be the decision maker where the head has, "...a process of consultation through the principal teachers (pts). but sometimes there is the impression that the decision has already been made", (pt).

Few staff in any of the faculties chose "consensus" .

J) Analysis by Faculty/Gender

Most faculty members perceived the "senior management team" to decide, some chose the "head teacher" as the decision maker whilst "consensus" received very little support. The responses showed a similar pattern to those from the analysis of faculty/promoted post with the exception of faculty A & L where responses of men and women where almost the same

Table 8

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Senior Team	9	60	14	58	11	61	12	80	16	44	13	62
Headteacher	01	07	04	17	04	22	02	13	14	39	04	19
Consensus	01	07	01	04	02	11	00	00	05	14	02	10
Committee	01	07	01	04	00	00	01	07	00	00	00	00
Other	03	20	04	17	01	06	00	00	01	03	02	10
Total	15		24		18		15		36		21	

(1 2 9)

Over half the male and female staff in faculty A & L perceived the senior team to decide but the the highest percentage choosing the senior management team was the women in faculty P & S and the lowest was the men in faculty S & T. This could

support an intuitive belief that women, especially in the area of personal and social development, are more likely to desire a team approach than the men who teach scientific or technological subjects. It could also be due to more men being promoted and being near the decisions making process and knowing that the head decides and not the team.

The majority who perceived the head to decide are men in faculty S & T and in faculty A & L a minority of men make this choice. This could be a reflection of more men being promoted in faculty S & T and being near the decision making. It could also be a reflection of a desire on the part of men who are more scientifically orientated, for the management to be done by the head rather than a team. It may reflect a scientific approach as opposed to a social view of management. Only a small number of men in faculty L & A perceived the head to make the decisions but more women respondents claimed this was the case.

In faculty P & S approximately a fifth of male respondents saw, ".. the head has the responsibility for decision making and has so far striven to achieve agreement", (pt). But fewer women in the faculty chose the head as the decision maker, "I don't have much information about this. I assume the board of studies advises the head who makes the decisions, occasionally things are put to staff meetings", (unp).

"Consensus" received little support the most coming from faculty S & T and in view of the figures is not significant. The lack of consensus in the secondary sector may be due to the size of most secondary schools which are mainly quite large, the strong influence of the subject departments and the influence on the school of examination pressures.

Approximately a fifth of men and women in faculty A & L could not be easily categorised.

Summary of the Decision Making Process

In the secondary school the "senior management team" is perceived to be the mechanism for decision making by the majority of staff. The senior team is chosen as a method of decision making by a quarter of promoted staff in the primary school. It seems the closer staff are to the head teacher in the promoted structure the more likely they are to perceive power sharing

The head is perceived by more promoted staff in the secondary school, where the majority are male, to be the decision maker but the unpromoted staff, the majority of whom are female, are less likely to see the head as decision maker. There is a stronger preference in faculty S & T, the scientific and technological grouping for the head to be perceived as the decision maker, which may be due to there being more promoted males in this faculty. Fewer promoted staff in the primary school perceive the head to make decisions but more unpromoted staff, who are mostly women, think the head decides.

"Consensus" is perceived to be a major method of making decisions in the primary school by both male and female, promoted and unpromoted, respondents. This is probably related to size, lack of examination pressures, a more people orientated approach and good communication systems. In the secondary school sector there is little support for consensus which is probably due to the absence of the influences and structures operating in the primary school.

In the primary school the "senior management team" is chosen by fewer respondents which probably reflects the structure and different arrangements than those operating in the secondary schools. Management teams are smaller in the primary school often consisting of only two senior staff and there is more discussion and consultation with, and amongst staff. Whilst there is strong evidence in support of the "senior management team" operating in secondary schools it seems as though the "headteacher" is perceived by those with close contact, to be the decision maker.

A brief comparison of the primary and secondary schools suggests more power sharing is taking place in the primary schools. Women have limited opportunities to participate in this process and this probably has implications for management and training schemes.

5.2 The System of Communication for Policy Decisions

ii When decisions have been taken how well are they communicated to all staff?

The following categories, "effective", "fairly effective", "not effective" and "other" were the result of qualitative analysis related to the respondents perception of the communication of policy decisions in their school.

A) Analysis of all Data

Almost half the respondents perceived the system to be "effective". A further group, almost a third, considered the system to be "fairly effective" and approximately a tenth believed the system was "not effective". This indicates a reasonable degree of satisfaction with the communication system. A majority of the interviewees had developed a view about the effectiveness of the communication system, only a small minority could not choose one of the major categories.

Table 9

Category	Totals	%
Effective	98	49
Fairly Effective	71	35
Not Effective	26	13
Other	05	03
Total	200	

Most respondents perceived that the system of communication in relation to policy decisions was either "effective" or "fairly effective". Those taking a positive view about the effectiveness of the system usually commented on the verbal and written aspects of communication, "Effective - done through staff meetings - we have frequent meetings and then followed up in writing for inclusion in our personal file", (aht). A third of staff found the system to be only fairly effective, "...fairly effective - I get a set of minutes as principal teacher but unpromoted staff would not necessarily know - staff meetings held each day to pass information -inefficient and ad hoc", (pt).

Just under a tenth of staff did not see the communications in the school as very effective, "Poor ... communication tends to be fairly haphazard", (pt). The reason for this could be due to poor systems operating in their school which could affect those who were in unpromoted posts and thus likely to be further from the process of decision making especially in the secondary school. Another reason could be the size of the organisation with larger units having difficulty with communication.

B) Analysis by Promoted/Unpromoted Post

Similar proportions of both promoted and unpromoted staff perceived communication of policy decisions to be reasonably effective as shown by evidence from both "effective" and "fairly effective" categories. Slightly more promoted than unpromoted staff perceived the system was "not effective".

Table 10

Category	Promoted		Unpromoted	
	no	%	no	%
Effective	39	40	59	57
Fairly effective	41	42	30	29
Not effective	15	16	11	11
Other	02	02	03	03
Total	97		103	

Those promoted respondents, well over a third of interviewees, who perceived the communication system to be "effective" commented on the quality of the interactions, "Decisions ... communicated at staff meetings or by note, principal teachers also pass on some information to the department after meeting with the head", (pt). Surprisingly more unpromoted staff perceived the system to be "effective", a typical observation, "... a lot is informal the head is very approachable", (unp). This may be because they were not aware of what they should receive in the form of communications being a distance from the decision making, perhaps a case of "ignorance is bliss".

A large proportion of promoted staff considered communication to be only "fairly effective" in a number of aspects, "Weakest area is the head of department who may not always be effective in dealing with this", (dht) and, "I feel more use could be made of staff meetings", (aht). Fewer unpromoted staff saw communication as being "fairly effective" but more had opted for the first category.

Communication is described as being poor by a relatively small number of promoted staff where the cause may be due to a breakdown in relationships and understanding, "Sometimes communication is a disaster with a lack of regular and frequent contact there is a dichotomy between senior management and the rest", (pt). Rather less unpromoted staff feel communication is "not effective" indicating poor

understanding, "It (communication) should come down through the system but its not clear to me how things are done", (unp).

Regardless of position in the school staff have a broadly similar view with the possibility that promoted staff may be rather more critical of the quality of communications. The analysis by gender did not reveal any large differences between the sexes.

D) Analysis by Primary/ Secondary School

Most of the primary respondents perceived their school system of communication of policy to be reasonably effective whilst in the secondary sector more staff, almost a fifth, were dissatisfied with communications. An important reason for this is probably the size of the establishment or there could be some other factor in certain schools. It seems likely that primary schools being smaller make communication easier and without the complicated departmental secondary structure there are fewer complexities and blocks to communications.

Table 11

Category	Primary		Secondary	
	no	%	no	%
Effective	51	72	47	36
Fairly effective	16	23	56	43
Not effective	03	04	23	18
Other	01	01	03	02
Total	71		129	(200)

A very high percentage of the primary respondents perceived the communication of policy to be satisfactory seeing it as either "effective" or "fairly effective".

Almost three quarters of respondents in the primary sector perceived communication to be "effective" as there was an organised system which operated

through the use of, "... staff meetings, we have frequent meetings, and then followed up in writing for inclusion in the file", (unp) and the decision making process being, "...confirmed at staff meetings and written into policy statements", (unp).

Considerably fewer secondary school staff were satisfied with the system of communication. This is due to longer chains of communication in the secondary school with more opportunities for misunderstanding. Respondents who were satisfied saw the process operating, "Through staff meetings ..., then policy is written down and given to staff", (aht)

The staff in the primary school who perceived communication to be only "fairly effective" usually commented that the system lacked a consistent approach, "Some things are carefully explained whilst with other things this is not done", (unp) and in another school a respondent observed, "We are just having to clarify this with the new head and a new system is being developed which we're not clear about", (aht).

In the secondary sector more staff consider the system to be only "fairly effective" and some perceived this was related to the layout of the school, "Geography of the school can lead to problems with communication", (unp)

Almost a fifth of the secondary respondents perceived communication to be "not effective" and linked with earlier evidence from comparison of promoted/unpromoted men and women there is support for this view. It appears that promoted men, who are likely to be more numerous in the secondary sector, are less satisfied with communications. The analysis by subject in the secondary revealed most respondents were satisfied with communication in their school. (See table 5.3A in the appendix).

G) Analysis by Gender/School

Primary school respondents had similar positive perceptions about communication

in their school but in the secondary sector a significant number did not perceive communications to be "effective".

Table 13 Analysis by Gender/School

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Effective	10	67	41	73	27	39	20	33
F.Effective	04	27	12	21	26	38	30	50
N.Effective	01	07	02	04	13	19	10	17
Other	00	00	01	02	03	04	00	00
Total	15		56		(71)		69	
							60	
							(200)	

Whilst the majority of men and women in the primary sector perceived communication to be "effective" or "fairly effective" only three quarters of the male respondents in the secondary school held this view and slightly more women.

In the secondary sector almost a fifth of both male and female respondents did not perceive communication to be effective one respondent believed, "It is poor either because it is infrequent or the manner in which it is conveyed is verbal - there is a failure to communicate in writing", (aht). This may be a reflection of the different size of primary and secondary schools with smaller establishments being more effective. However most secondary staff, over three quarters of both male and female respondents, perceived the school communications to be satisfactory.

H) Analysis by School/Promoted Post

Both promoted and unpromoted staff in the primary sector perceived communication to be "effective". This may be due to the size of the schools, the structure for management, or because there are more women managers who are more effective at

communication than the men. In the secondary sector promoted staff tend to be less convinced of the quality of communication.

Table 14

Category	Primary				Secondary			
	prom		unp		prom		unp	
	no	%	no	%	no	%	no	%
Effective	16	67	35	75	23	32	24	43
F.Effective	08	33	08	17	33	45	23	41
N.Effective	00	00	03	06	15	21	08	14
Other	00	00	01	02	02	03	01	02
Total	24		47 (71)		73		56 (200)	

Primary respondents perceived communication to be satisfactory but only two thirds of promoted staff perceived communication to be "effective" in the secondary school a typical view defines the system, ".. head of department is supposed to keep the department informed and there are batteries of notices in the staff-room", (pt). The unpromoted staff were rather more satisfied with communication in the secondary sector in one school the process is carefully arranged, "Initially verbal and then a paper is prepared by the head and sent to each member of staff for inclusion in the guidelines", (unp).

Rather more promoted secondary respondents considered the communication system to be just "fairly effective", one respondent explains the problem, "...the weakest area being the head of department who may not pass on all information", (dht) and a similar number of unpromoted respondents perceived communication to be "fairly effective" indicating the role of the head of department is important, "... through principal teachers' departmental meeting and then relayed to the department", (unp).

Rather fewer unpromoted respondents perceived that the communication system was "not effective". This supports the notion that secondary unpromoted staff were more satisfied with communication than the promoted staff which may indicate that

unpromoted staff find the departmental structure facilitates communication; one teacher commented, "... I've only just found out about (board of studies meetings) - information doesn't seem to be circulated", (unp).

In the secondary sector the unpromoted staff tend to be more positive about the system of communication than the promoted staff, although the difference is not large. Possibly they are less critical than promoted staff, perhaps a case of "ignorance is bliss". It is likely that the promoted staff are more aware of the short comings of the system being closer to the decision making. Overall there are more respondents in the secondary sector who perceived communication to be ineffective. This could be due to the size, ethos and complexity of the secondary school.

I) Analysis by Faculty/Promoted Post

More unpromoted respondents in faculty S & T considered the system was satisfactory ("effective" and "fairly effective" combined). There are more promoted respondents in faculty P & S who considered the system of communication was not effective

Table 15

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	prom		unp		prom		unp		prom		unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Effective	11	48	05	31	04	20	07	54	08	27	12	44
F. Effective	08	35	08	50	10	50	03	23	15	50	12	44
N. Effective	04	17	03	19	06	30	03	23	05	17	02	07
Other	00	00	00	00	00	00	00	00	02	07	01	04
Total	23		16		20		13		30		27	
											(129)	

Three quarters of the promoted respondents and slightly fewer unpromoted respondents in faculty S & T perceived the system to be satisfactory due to effective management, "Communication is good due to department heads meeting once per

week-communication is through principal teachers to the department", (unp) or, "An effective process we get minutes of meetings and a written notice of decisions", (unp).

There was nearly a third of promoted respondents in faculty P & S who considered the system was not effective due to poor management arrangements, "Communication tends to be haphazard", (pt), or lack of discussion, "Poor rather a confused arrangement, it would help if there was an explanation of how decisions are made", (aht).

The most important differences are in faculty P & S and faculty S & T although even here the differences are not large. In the former there are more promoted respondents who perceived the system was not effective. The greatest difference is between the promoted respondents in faculty P & S and the unpromoted respondents in faculty S & T. In the first respondents see an ineffective process operated by the management team and in the latter departments are perceived to be run effectively from a communications point of view. The faculty P & S members might be more critical of management having a deeper awareness and sensitivity to the quality of communications, whilst the faculty S & T respondents may be in departments where communication is "effective" due to a more structured approach or being unpromoted they may not know what the failings are in the system.

J) Analysis by Faculty/Gender

Faculty A & L and S & T members have similar views which generally express satisfaction with communications. Male faculty P & S respondents were least satisfied with communication in their school.

Table 16

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Effective	06	40	10	42	06	33	05	33	15	42	05	26
F.Effective	06	40	10	42	06	33	07	47	14	39	13	62
N.Effective	03	20	04	17	06	33	03	20	04	11	03	14
Other	00	00	00	00	00	00	00	00	03	08	00	00
Total	15		24		18		15		36		21	
	(129)											

Those male faculty P & S respondents who were not satisfied with the communications in their school were represented by the following views expressing few opportunities for discussion, "I would say it is done badly. We rarely have a staff meeting, most information is provided through paper pushing", (pt).

Male respondents in faculty P & S were least satisfied with the communications in their school and this view is similar to that expressed previously by promoted staff in the faculty who are probably the same people. It is possible that the faculty members, who are in the personal and social education grouping, are more sensitive to the quality of the communications because they have a deeper awareness of social and communication issues.

Summary of interpretation

Whilst the majority of respondents are satisfied with the communication of information on policy within their school there are some who are dissatisfied.

Primary school staff are generally more satisfied than promoted secondary staff and this is probably partly explained by size but it is also a reflection of the

departmental structure and management system and style found in the secondary sector where unpromoted staff may receive communication from their departmental head rather than the headteacher. It seems that communication in the secondary school may be less effective between the promoted staff and the headteacher.

The women are more satisfied than the men which could be a reflection of the situation in the primary schools where more women are likely to be working and where there is more satisfaction with communication.

Promoted staff are rather more critical of communication, as the majority are likely to be in the secondary school this may reflect the longer and more complex lines of communication in the secondary sector. The least satisfied are promoted men especially those in faculty P & S. This seems to point to problems in the secondary sector which are due to size and complexity but it may also be related to style, with secondary staff having less opportunity for participation and ownership in relation to the decision making process. It is possible that faculty P & S promoted men are more aware of the short comings of the school communication systems because they have a deeper interest in interpersonal and social problems associated with communication.

5.3. The Perceived Management Style of the Headteacher

iii What management style do you consider your headteacher uses?

The styles emerged from a synthesis of the qualitative data by noting which statements were similar to those related to management styles identified by Lewin and Reddin in the literature review. These styles were "executive", consults and then decides, "democratic", decisions taken by vote, "autocratic", little if any discussion with the leader making up his own mind, "laissez-faire", when there was no clear cut decision making process and finally, "other", if it proved difficult to allocate a clear category.

Just over half of the respondents perceived an "executive" style to operate in their school and over a third of respondents were difficult to categorise because many perceived a combination of one or two styles. The headteachers described their style to be mostly "executive", two thought they had a "democratic" style and it was difficult to categorise three responses.

A) Analysis of All Data

Table 17

Category	Totals	%
Executive	101	51
Democratic	11	06
Autocratic	11	06
Laissez-faire	05	03
Other	72	36
Total	200	

Over half the respondents perceived consultation and accountability to take place in their school representing an "executive" style, "...opinion is canvassed and then head and depute make the decision", (aht) whilst another interviewee perceived the head as, "Very decisive, democratic and fair, willing to shift opinion, respected by staff", (aht).

Very few respondents perceived their school to be run in a "democratic", "autocratic", or "laissez-faire" way. Those opting for the "democratic" style described it as, "Democratic within the department and the head is also democratic", (pt). The few respondents who chose "autocratic" style claimed, "... the head is autocratic but I think there is a pretence of democracy", (pt). "Laissez-faire", only chosen by a small number, was defined as having, "Very little structure - more laissez-faire model but the democratic process comes in as well", (unp).

Over a third of respondents could not be easily categorised and made statements which indicated they saw a mixture of styles, "Probably a balance between democratic and executive", (unp). This could of course indicate an "executive" style operating with the manager choosing an appropriate style depending on the situation. The analysis by promoted/unpromoted post revealed respondents held broadly similar views about the management style of the headteacher.

C) Analysis by Gender

There does not appear to be any significant difference in the responses to the various categories with the possible exception of the "executive" category. More women than men chose this category which could be related to style in the primary sector. This will be assessed when comparing primary and secondary schools.

Table 18

Category	Male		Female	
	no	%	no	%
Executive	36	43	65	56
Democratic	07	08	04	03
Autocratic	06	07	05	04
Laissez-faire	01	01	04	03
Other	34	40	38	33
Total	84		116	200

Those men who chose the "executive" model saw the process as consultative with decisions being taken by the head or senior staff, ".. I don't think the democratic process really works because sometimes decisions have to be made by the management", (aht). There was an indication of new attitudes developing in some responses, "...things have changed since we got the new head", (unp). More than half the women chose the "executive" style seeing delegation, consultation and decision making as important, "Very decisive, democratic and fair, willing to shift opinion, respected by staff", (aht). A large number of the men and women could not be easily

categorised and this group showed a tendency to choose a variety of styles, "Probably a mixture of laissez-faire with an executive tendency", (unp) or "The new head has brought a change of styles - now between executive and democratic", (unp).

There were no major differences between the sexes with the possible exception of the "executive" style where the women were more numerous in choosing this category. This could be related to the primary/secondary division and it will be checked when comparing the two. However it may be related to a different perception of the manager; this may emerge when comparing the sexes in the secondary sector. The analysis by primary/secondary school revealed only a slight difference between the two.

E) Analysis by Subject in the Secondary Sector

Over half of the respondents in the secondary sector perceived the "executive" style to operate in their school but a higher percentage of faculty A & L respondents perceived their headteacher to be "executive". Almost half faculty S & T respondents were difficult to categorise.

Table 19

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Executive	24	61	16	48	24	42
Democratic	03	08	01	03	05	08
Autocratic	02	05	04	12	03	05
Laissez-faire	02	05	03	09	00	00
Other	08	20	09	27	25	43
Total	39		33		57 (129)	

To simplify the review of evidence this sector is defined according to the faculty headings chosen earlier in the chapter.

Of the clear styles the "executive" was the most popular one to be perceived. This was

chosen by well over a half of the faculty A & L respondents but under a half of the faculty P & S and S & T respondents. Nearly a third of faculty A & L respondents perceived the "executive" style to operate, "...in an open and honest way", (aht), although there were those who expressed doubts, "Executive model although some staff see system as autocratic", (dht). Fewer faculty P & S respondents perceived the "executive" style to operate. Some saw this happening through a process of participation, "... consultative but the head is responsible for final decisions", (dht). Slightly fewer interviewees in faculty S & T perceived the "executive" style to be the dominant one in their school, "...it is the most appropriate but it is the management team (not the head)", (pt).

Few respondents chose "democratic", "autocratic" or "laissez-faire" as the style they perceived to operate in their school.

A fifth of respondents in faculty A & L could not be easily categorised indicating the head used a variety of styles, "A mixture, autocratic/democratic not laissez-faire, no clear pattern, autocratic if seen to be important to gain acceptance", (pt). A similar view emerged from rather more respondents in faculty P & S, "A democratic/executive style", (prob) and the influence of a new headteacher in one school, "The new head has brought a change of style - now between executive and democratic", (unp). Rather more respondents in faculty S & T could not be easily categorised and here again the style is considered to be composed of a number of different styles, "Combination of autocratic and executive but there are large chunks of laissez-faire", (pt), whilst in another school the style is, "A combination head has operated a feudal system but the senior management team tries to be more consultative", (pt).

The percentage of responses for those who could not be categorised were directly opposite to those given for the "executive" style for example faculty S & T responses were more than double those of faculty A & L. This would appear to indicate that the three faculties had broadly similar views of the management style in their school perceiving an "executive" or mixed style to be the most common response with very

few respondents opting for an "autocratic" or "democratic" style. It could also indicate that teachers find it difficult to categorise the management style of the headteacher and opt for a 'middle of the road' approach.

F) Analysis by Promoted Post/Unpromoted Post/Gender

More promoted women perceived the "executive" style to operate but promoted men scored lowest of all respondents on the "executive" category. A large number of respondents could not be categorised.

Table 20

Category	Prom				Unp			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Executive	20	36	26	63	16	55	39	53
Democratic	05	09	02	05	03	10	02	03
Autocratic	04	07	01	02	02	07	04	05
Laissez-faire	01	02	03	07	00	00	02	03
Other	26	46	09	22	08	28	27	37
Total	56		41		29		74	
							(200)	

More promoted women chose the "executive" style as the one they perceived to operate in their school but this style was not as popular with promoted men. Just over a third of promoted men perceived the "executive" style to operate in some schools, "... opinion is canvassed and then the head and the depute make decisions", (dht). Considerably more promoted women perceived the management style to be "executive" with, "...quite a reasonable opportunity for comment and consultation", (aht), and in some cases"... there is unlimited access to the head", (dht). Over half the unpromoted men and a similar number of unpromoted women chose the "executive" style.

It proved to be difficult to categorise many of the male respondents especially those

who were promoted. This may be the result of the promoted men being more aware of a range of style due to their close proximity with the decision making whilst the women are less critical as they are less aware of this process. The same can be said of the unpromoted men.

Nearly half the promoted men could not be easily categorised but there were fewer promoted women in this position here again a group of styles seemed to operate, "A mixture of autocratic, democratic and laissez- faire. The management team is not dynamic enough - lacking in ideas", (pt). Less than a third of unpromoted men were difficult to categorise but rather more unpromoted women were in this category.

G) Analysis by Gender/School

The female primary and secondary staff showed the highest percentage opting for "executive" style.

Table 21

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Executive	06	40	33	59	30	43	32	53
Democratic	01	07	01	02	06	09	03	05
Autocratic	01	07	02	04	05	07	03	05
Laissez-faire	00	00	00	00	01	01	04	07
Other	07	47	20	36	27	39	18	30
Total	15		56		69		60	(200)

The most significant issue is female primary and secondary staff who show the highest percentage opting for an "executive" style. The reason for this is not clear. It could be due to women being farther removed from decision making and unclear about the process, or a true reflection of the process, or it may reflect a difficulty with categorising the leadership style due to the complexity.

Over a third of the male primary staff perceived the head to operate an "executive" style but more than half the primary female respondents chose the "executive" style indicating, "There is quite a reasonable opportunity for comment and consultation", (ht). Fewer secondary male respondents chose the "executive" style, one respondent, the headteacher explained his style, "I told staff I would consult but the final decision is mine", (ht). More than half the secondary women respondents chose the "executive" style with the head's style being perceived as, "Probably near executive at least this is what seems to be being aimed at", (apt)

Few respondents chose "democratic", "autocratic" or "laissez-faire" styles.

Almost half the male primary staff could not be easily categorised and fewer primary female respondents, one respondent commented, "The management style is unobtrusive", (aht). A similar proportion of secondary males could not be categorised and opted for a mix of styles, "Probably between the executive and the laissez-faire", (pt). Rather less secondary women respondents could not be categorised perceiving, "There are three different styles of management", (pt).

H) Analysis by School/Promoted Post

The "executive" and "other" categories are the ones of most significance

Table 22

Category	Primary				Secondary			
	Pro		Unp		Pro		Unp	
	no	%	no	%	no	%	no	%
Executive	18	75	21	45	29	40	34	61
Democratic	01	04	01	02	06	08	03	05
Autocratic	00	00	03	06	05	07	03	05
Laissez-faire	00	00	00	00	03	04	02	04
Other	05	21	22	47	30	41	14	25
Total	24		47		73		56	
							(200)	

There were considerably more promoted primary than secondary respondents who perceived the "executive" style to operate. As more women opted for the "executive" style in the previous review of evidence related to the primary sector it appears that promoted primary women are the most likely to perceive an "executive" style in their school. In the secondary sector there were more women who perceived an "executive" style but in this case the respondents are unpromoted. Therefore it emerges that promoted women are more likely to perceive an "executive" style in the primary sector and unpromoted women in the secondary sectors.

I) Analysis by Faculty/Promoted Post

Most respondents opted for the "executive" style or "other" category.

Table 23

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Pro		Unp		Pro		Unp		Pro		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Executive	09	39	12	75	10	50	07	54	10	33	15	56
Democratic	03	13	00	00	01	05	00	00	02	07	03	11
Autocratic	01	04	01	06	02	10	01	08	02	07	01	04
Laissez-faire	00	00	02	12	03	15	00	00	00	00	00	00
Other	10	44	01	06	04	20	05	39	16	53	08	30
Total	23		16		20		13		30		27	
	(129)											

Over a third of promoted faculty A & L respondents chose the "executive" style but three quarters of the unpromoted respondents in faculty A & L chose this style which was, "Open and very approachable- a lot of consultation", (unp). Half the promoted respondents in faculty P & S chose the "executive" style, "I would say the executive - I don't think the democratic process really works because sometimes decisions have to be made by management", (aht). The smallest number of promoted respondents who claimed an "executive" style were those who were promoted in faculty S & T, "..."

style is co operative consultation", (dht). but over half the unpromoted respondents in faculty S & T chose the "executive" style, "I would say very much a team approach", (unp)

A large number of promoted respondents in faculty A & L could not be easily categorised perceiving a number of styles operating, "Probably between the executive and the laissez-faire style", (pt) but hardly any unpromoted respondents could not be categorised. A fifth of promoted respondents in faculty P & S were difficult to categorise one interviewee observed, "The style of the head does not lend itself to open meetings", (aht) and even more unpromoted staff in faculty P & S could not be easily categorised. More than half the promoted interviewees in faculty S & T could not be categorised one observed, "There is a bit of everything in the system although it is probably claimed to be executive", (pt) but considerably fewer unpromoted respondents could not be categorised.

More unpromoted faculty A & L respondents perceived the "executive" style to operate in their school but fewer chose the 'other' category. Promoted respondents may have chosen the 'other' category to enable them to give a more detailed view of the complex mixtures of styles which they perceived to operate in their school.

J) Analysis by Faculty/Gender

The categories of significance are "executive" and "other"

Table 24

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Executive	08	53	13	54	08	44	09	06	14	39	10	48
Democratic	02	14	01	04	01	06	00	00	03	08	02	10
Autocratic	01	07	01	04	03	17	00	00	01	03	02	10
Laissez-faire	00	00	02	08	01	06	02	13	00	00	00	00
Other	04	27	07	29	05	28	04	26	18	50	07	33
Total	15		24		18		15		36		21 (129)	

Over half of the men and women in faculty A & L perceived the management style to be, "Executive style - the head is trying to tread a careful path because of individual views of management", (pt). Less than half the male respondents in faculty P & S chose the "executive" category but a large number of female respondents in the faculty opted for the "executive" style. In faculty S & T well over a third of male respondents perceived, "Style varies according to pressure on the head but I would describe it as consultative/executive", (unp). Rather more female respondents in faculty S & T chose the "executive" style which was resulting in the management team, "Now working well as a senior team, an executive style", (unp).

In both faculties P & S and S & T more women perceived the "executive" style to operate and this confirms a relationship between unpromoted and gender with a tendency for unpromoted women to choose an "executive" style. This may reflect a less critical view which is due to the unprompted respondents being further away from the process of decision making and thus not being very involved or aware of the process. There is an indication of this in the comments.

Over a quarter of the men and women in faculty A & L could not easily be categorised they expressed the view that there was, "Increasing movement towards consultation although it has been an autocratic style", (pt). In faculty P & S approximately a

quarter of the men and women were difficult to classify their views reflected wider participation, "There are now a lot of staff development committees which are involved in decision making", (pt). Half the male interviewees in faculty S & T could not be classified reflecting in one case, a relaxed approach, "I like the management style which is easy going", (pt) but fewer female interviewees in the faculty could not be easily classified. In some cases, "A lot of time ordinary staff are not involved - a bit of a mixture", (unp).

Summary of Interpretation

The "executive" category was chosen by the highest percentage of respondents with the next most popular category being 'other' representing those interviewees who did not easily fit into any of the specific categories. There were very few respondents who chose "autocratic", "democratic" or "laissez-faire" categories.

This result would have been surprising a few years ago as in the past teachers have complained about autocratic headteacher but the result may be peculiar to Lothian or could be reflected in other areas. Some of the interviewees emphasised that management styles had changed recently pointing out that this was sometimes related to new appointees which could indicate that there is a policy of appointing headteachers who appeared to have executive qualities, in this case being able to consult and to accept accountability or it could be the result of the recent 'industrial action' with headteachers being pressured to become more consultative and accountable reflecting aspects of changing attitudes and policies arising as a result of the settlement.

In the primary sector it was the promoted women who were more likely to opt for the choice of "executive" whilst in the secondary sector the "executive" style was especially significant amongst the unpromoted women. This was illustrated by the

evidence from the faculties P & S and S & T which confirmed a relationship in the secondary sector between gender and unpromoted respondents. It is possible that some of the men are closer to the decision making process and are more able to articulate the differences they perceive.

5.4 Summary of the Chapter Interpretation

Within the secondary school the senior management team was perceived to play a major role in the process of decision making but the headteacher was perceived by those with whom they worked closely, to be more likely to take the final decision. The unpromoted, largely female respondents, were more likely to see the senior team making decisions and the evidence supports the notion of the senior management team becoming a more common mechanism used to reach decisions. The women were less involved in the process as many did not reach the level of promotion necessary to become a member of the senior management team nor did the women understand the actual process, which appeared to be the headteacher being responsible for much of the final decision making as perceived by those closest to the process, but this follows, in most case a discussion and consultative process with the management team. The days of decisions being taken only by the head are a thing of the past in many schools but full consultation with staff is not a process adopted in many instances.

In the primary sector the evidence pointed towards a wider consultative process with "consensus" being perceived as a major method of making decisions. Promoted staff gave more support to this idea than unpromoted staff, where women are more strongly represented, which indicates the system is not strongly supported from the lower parts of the hierarchy.

There appeared to be more power sharing in the primary sector than in the

secondary but women in both sectors were unable to perceive the same level of participation as men. This has implications for both the management and training processes.

Once decisions have been taken the majority of respondents were reasonably satisfied with the communication of information about the decisions. The primary school staff were more satisfied than their secondary colleagues which may be related to size and complexity with the latter having more problems in this field. Promoted secondary staff were least satisfied with the process and this perhaps indicates they are more aware than other staff when decisions are not properly communicated because of their position in the structure.

It is interesting to draw comparisons between the management style and decision making process. The "executive" style is the most common choice amongst both primary and secondary respondents and this is supported to some extent by the evidence for the decision making process in both secondary and primary schools. Whilst headteachers were perceived to play a major role in the decision making process, few staff perceived heads to operate an "autocratic" style and equally few saw a "democratic" or "laissez-faire" method. However it is difficult to produce a clear-cut set of categories especially as the process of leadership is so complex.

The men appeared to be less prepared to opt for one system often perceiving a mixture of styles operating which could be a reflection of their closer position to the management and the decision making process and being more aware of complexities.

Both primary and secondary heads in Lothian have mechanisms for consulting some of their staff before taking a decision and the system of communication operated by many schools is perceived to work reasonably effectively especially in the primary schools where it appeared to be a more effective process than in the secondary sector. A majority of headteachers operate an executive or mixture of styles which may represent a change from previous practice but the responses of interviewees appeared to indicate noticeable differences between the perceptions of men and

women which could have implications for management and training processes.

References

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3 Ibid. p.24.

4 Reddin, W. J. "Managing Organisational Change". Personnel Journal, p. 503, July 1969.

Chapter 6

Perceptions of the School Aims and their Evaluation

Introduction

Evaluation has become an increasingly important topic in the education service and attention has been focused on the need to evaluate school aims to enable schools to be more accountable. This research attempts to address some aspects of the evaluation process including the aims of the school, if they are formalised, the way in which the aims were decided, and their evaluation. The S.E.D. Report on management in secondary schools (1) revealed there were many schools without explicit management priorities in relation to the curriculum and Hellowell (2) discovered from his research that there were few schools with explicit aims and objectives.

The S.E.D. (3) identified the need for monitoring and self evaluation with pressure from politicians and the public for greater accountability in schools including the appraisal of teachers. Although there has been pressure for appraisal to be introduced into schools this seems to be very much at an early stage of development. An attempt has been made by Suffolk Education Committee (4) to place appraisal on the national agenda and self-evaluation has been developed in Oxfordshire (5) and Lothian (6). At about the same time these developments were taking place there was a statutory requirement for schools to produce a prospectus setting out school policy.

In order to discover how schools perceived the evaluation of school aims and what attempts had been made or were being made to identify aims and to develop methods for their evaluation, four main questions were asked of interviewees. One of these

questions also related to the management process to enable an assessment to be made of decision making processes in school. The questions, which were developed from the literature described in a previous chapter, were as follows.

- i What are the school aims?
- ii Are the aims formalised in any way?
- iii How are the aims decided?
- iv What system is there for evaluating the aims?

6.1 What are the school aims?

If schools are to be managed effectively they will need to be able to evaluate their performance and a clear agreement will be required in the school about the aims of that school. This will enable school staff to focus on goals and establish priorities to enable resources to be used effectively. Therefore the first question respondents were asked was concerned with their perception of school aims

The interviewees were asked to comment on their view of the school aims and it was explained, verbally to each interviewee, that for the purposes of the research this meant the overall school aims. Categories for responses were constructed from the qualitative data and a number were identified as follows. "Total development" covered a general view of the respondent related to a broad educational development of the child. "Don't know" was a comment made by some respondents and is self explanatory but sometimes followed by a guess about what is perceived to happen but it is a clear indication of uncertainty. Some respondents emphasised the term "academic" development whilst others perceived "social" development which covered social well being, the child being happy and able to integrate. A 'catch all' category "other" was chosen to collect together those responses which were not fitting into any pattern.

A majority of the respondents were able to express a view but a large minority, a quarter could not; this is surprising as all schools are required to have a statement about their aims and policy.

The data was first of all examined to discover what percentage of respondents fitted

each category. This helped to identify which were the most common issues as perceived by the teachers. Many respondents seemed to describe a process which was concerned with the total development of the child; specific academic and social priorities seemed to be low on the agenda of most interviewees. Whilst the quantitative data shows the numbers who perceive each category to operate in their school the qualitative data reveals more of the detail behind the bald figures.

The treatment of the data for each question was the same as in the previous chapter.

A) Analysis of all the Data (all respondents)

The analysis of all the data revealed over a third of respondents believed the aims to be concerned with the "total development" of the student. A quarter of respondents did not know the aims of the school and only a small proportion perceived the aims to be "academic" or "social" whilst a fifth of respondents could not be easily categorised.

Table 25

Category	Total No	%
Total Development	78	39
Don't Know	49	25
Academic	15	8
Social	19	10
Other	39	20
Total	200	

The largest group of respondents considered the aims were about the "total development" of the child and they gave a general comment. This choice may have been made because it was the easy explanation, reflecting as it does very broad aims or it could be a indication of the comprehensive nature of contemporary education. It will be interesting later to see whether primary and secondary respondents make similar choices. Some respondents perceived the aims "... to develop the whole child", (ht), others were more specific identifying elements of the total development, "... the personal development of the pupils, social as well as academic", (dht).

A quarter of respondents did not know the school aims indicating a lack of knowledge of overall policy. The reasons for this are not immediately apparent. In some cases teachers have probably forgotten whilst in others there is an indication that schools have not presented a clear plan to staff. The following selected examples of responses illustrate views expressed, "...the school is not clear about this (the aims)", (pt). Whilst in other instances the teacher has forgotten but knows the aims exist in the school literature, "... I have seen these somewhere (the aims)", (unp) In some cases the aims are perceived to be hidden in some general school statement, "... they seem to be in the school ethos", (unp).

Very few respondents chose either "academic" or "social" aims. However some staff perceived "social" aims help pupils to develop a positive view of the school, " social aims are important and to get the pupils to enjoy the school", (pt)

Other respondents indicated the effect of current change, "... being rewritten at present (the aims)", (unp) and the pressure in some schools to compete where the aims are, "...to keep the school open", (pt). The analysis for promoted and unpromoted posts revealed similar perceptions indicating that level of promotion did not have an effect on perception. The analysis for gender produced similar results for male and female respondents indicating that gender did not make a difference. An analysis of primary and secondary schools revealed significant differences in perception. (See table 6.0A & 6.1A in the appendix)

D) Analysis by Primary/Secondary School

Significantly more primary teachers chose the "total development" of the pupil whilst more secondary respondents were unable to state the aims of the school. Slightly more secondary respondents perceived the aims to be "academic" whilst slightly more primary respondents chose "social" aims. There were more primary teachers who could not be categorised with ease indicating a broader range of views.

Table 26

Category	Primary		Secondary	
	no	%	no	%
Total Development	38	54	40	31
Don't Know	05	07	45	35
Academic	02	03	13	10
Social	09	13	10	08
Other	17	24	21	16
Total	71		129	(200)

More than half of the primary respondents perceived the school to be aiming at the "total development" of the pupil perhaps reflecting the liberal view of a broad education often perceived to be the basis of primary education. This child centred approach was perceived by some interviewees as, "... a balanced curriculum and to help the child to be happy learning and reasonably well disciplined", (unp)

The largest single group of secondary respondents did not know the school aims and some perceived an academic thrust, "... the head would probably say it is to do the best academically for all pupils", (pt)

There is a slight tendency for rather more of the secondary school respondents to choose "academic" aims, reflecting more emphasis in the secondary school on the academic but the figures were not large and this appears to show that the emphasis is not wide spread in the perception of the interviewees some of whom believe the priorities are, " Academic, arts and sports definitely in that order", (pt)

A little more emphasis was apparent in the primary school on social matters and this is to be expected with the need to help young children to socialise. Respondents were concerned that the children should be happy, able to mix well and were generally socially aware with the school achieving this through, "Strong social aims and heavy involvement with the parents with the aim of developing pupil potential", (aht).

Almost a quarter of primary staff could not be easily categorised and they made a variety of observations about the school aims but nevertheless reflecting a social perception for example, "... multicultural need of children and good relationships

with parents", (unp), and a religious perspective, "Based on the Christian ethic - to respect people and help them to be grateful and polite", (unp). The analysis of evidence from faculties in the secondary school reveals only small differences between the faculties indicating subject differences are small. (See table 6.2A in the appendix).The analysis of promoted and unpromoted staff by gender revealed broadly similar responses. (See table 6.3A in the appendix).

G) Analysis by Gender/School

An analysis by gender/school revealed considerable differences in most categories indicating different perceptions between male and female staff in relation to the primary and secondary sectors.

Table 27

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Total	12	80	26	46	23	33	17	28
Don't Know	00	00	05	09	21	30	24	40
Academic	00	00	02	04	07	10	06	10
Social	01	07	08	14	05	07	05	08
Other	02	13	15	27	13	19	08	13
Total	15		56		69		60 (200)	

In the primary sector the men chose "total development" as the most common aim in their opinion. They were more committed to this category than the women in the primary sector and both the men and women in the secondary sector. The emphasis is perceived to be on child centred education, "... which is appropriate to the needs of the child and to equip them for a changing world", (unp), and "... very child centred and to provide opportunities for their development", (unp).

The proportion of respondents in the secondary school who did not know their school aims was much higher than in the primary school. The women tended to be less clear than the men about aims perceiving in some instances that, "...pleasing parents

seems to be a priority", (unp).

"Academic" aims received little support in the primary school, none at all from the men. In the secondary school support is not high despite the influence of the examinations and this may reflect a process of change with more emphasis on other aspects of the curriculum. The lack of support is not surprising in the primary school but a higher level of support might have been expected in the secondary school.

The "social" aims received about equal emphasis in both sectors with the women giving slightly more emphasis to this aspect especially in the primary sector, "...we want the children to enjoy the school and want to have a caring and welcoming environment", (aht).

H) Analysis by School/Promoted Post

The analysis by school and promoted staff revealed more promoted primary staff who perceived the "total development" of the child to be the main aim of the school. Quite a large number of respondents in the secondary sector did not know the aims of the school.

Table 28

Category	Primary				Secondary			
	pro		unp		pro		unp	
	no	%	no	%	no	%	no	%
Total	16	67	22	47	23	32	17	30
Don't Know	03	13	00	00	19	26	26	46
Academic	00	00	02	04	09	12	04	07
Social	02	08	07	15	07	10	03	05
Other	03	13	16	34	15	21	06	11
Total	24		47		73		56	
							(200)	

More than two thirds of the primary staff perceived the "total development" of the child to be the main priority of the school, "To make the child the best it can be, to be fitted for life, developing its full potential", (dht).

Comparing the primary and secondary respondents shows some differences probably indicating less concern with the pupils total development in the secondary school. However some promoted and unpromoted secondary respondents perceived a broad child centred approach which produced, "...well balanced young people within a catholic/Christian context achieving each child's potential", (unp).

The majority of primary staff interviewed were able to offer an opinion on the aims of the school but many secondary staff were not. This could be due to the size of the secondary school, making it difficult for debate on the school aims, and the influence of the departmental structure with a focus on subject aims, "...it is probably to do the best in terms of academic aims for each pupil", (pt).

A much higher percentage of unpromoted staff in the secondary school did not know the aims, but there was an awareness amongst some staff of their existence, "...I know where to look", (unp)

Support for "social" aims was similar in both sectors at promoted level but unpromoted staff in the primary school rated it higher than their secondary colleagues probably due to a perceived need to provide social experiences in the primary sector. This perception could be related to the number of unpromoted women in the primary school which was evident from a comparison of gender and school sector. The analysis of evidence from the faculties in relation to level of promotion and the analysis by faculty/gender showed no significant differences between the variables.

Summary and interpretation of the perception of the school aims

It is important for staff to understand and to have a view of the school aims if they are to contribute and co-operate in the delivery of the curriculum. It can enable the school to ensure it is delivering the main elements of a broad curriculum which will prepare pupils for the next stage of their education. The identification of a plan for

the school which includes a clear view of aims is an important aspect of managing the school.

The key categories which emerged revealed nothing unusual. It could have been expected that respondents would choose broad development of the child, academic and social development. However the proportions of respondents which emerged for each category are interesting and perhaps might not have been anticipated, for example in relation to "academic" aims.

Over a third of all the respondents interviewed perceived the aims of the school to be concerned with the "total development" of the child. Primary respondents were more numerous in choosing this category than the secondary respondents and more men in the primary sector made this choice. Little difference emerged between men and women in the secondary sector. More promoted primary men chose "total development" but in the secondary sector more respondents in faculty P & S, the one concerned with personal and social issues chose "total development".

The choice by more promoted male primary staff of "total development" of the child could be related to these promoted staff being more concerned with broad educational issues because their promoted position required this broader view to be taken or it could reflect the broad more liberal view of primary staff. It does raise the issue of the views of female staff perhaps being related to their position in the school and because they are less likely to be promoted they may find greater difficulty in being able to take a broader view or, more likely, they may be less clear about the aims of the school. As more women in the primary school were difficult to categorise the latter may be the reason. In the secondary sector it is not surprising that more respondents in faculty P & S choose "total development" because they are more likely to be interested in the broad development of the child as they are concerned with personal and social development.

A quarter of both promoted and unpromoted, male and female respondents did not know the aims of the school. A more detailed analysis revealed few primary staff not knowing the aims of their school but over a third of male and female secondary staff

did not know the aims of the school. All the primary respondents who did not know the aims were female and more women in the secondary school than men did not know the aims. Many more unpromoted secondary staff did not know the aims and more female respondents in faculty P & S did not know the aims but the gender differences in the other faculties were not significant. Women especially in the secondary school and in particular in faculty P & S did not know the aims of their school. The lack of knowledge of aims in the secondary school may be due to a lack of opportunity for staff to get together to discuss aims due to departmental structure and the influence of examination pressures on the department leading to a narrow view of the purpose of the school. The problem may be also related to size of school with the primary schools generally being smaller than the secondary schools and thus making it easier for staff to get together. However there also appears to be a gender issue with women being less aware than men of the aims of the school.

The few primary staff who did not know the aims were probably in schools where there was limited discussion amongst the staff and thus they did not have the opportunity to find out the aims. Size of course would also be a factor and as most primary schools are small there is less likelihood of staff not being able to find out about policy and aims but it is possible that in the larger primary schools this would not be as easy. The secondary respondents who did not know their school's aims could have difficulty due to the size of the school and the departmental structure inhibiting a whole school view. A factor which affects the access women have to knowledge in the secondary school could be promotion. As many fewer women are promoted they are less likely to be involved in the decision making unless the school has a participative management approach thus it would be difficult for them to obtain information. However the problem of not knowing the aims appears to be especially one for the women in faculty P & S and thus it could be to do with women's role in that faculty which might be related to level of promotion.

Very few respondents chose either "academic" or "social" aims supporting the view, expressed by many respondents, that education is concerned with the total development of the pupil. There was no significant interest in specific academic aims in the primary school. This is not surprising as primary schools are known to take a broad view of their curriculum and are not pressured by examinations like their

colleagues in the secondary school. Perhaps this may change with the policy of the present government to introduce testing in the primary school. Respondents in the secondary sector were a little more inclined to support "academic" aims but this was not high despite the use of internal and external examination in the secondary sector. In the secondary faculties male staff in faculty S & T gave more support to "academic" aims possibly reflecting a more academic attitude amongst some scientific and technological staff. This view might be due to the current vocational thrust of the government especially in relation to the subjects in this faculty.

There was a little more emphasis in the primary school, especially amongst unpromoted women, on "social" aims which may reflect a more caring attitude amongst women. Few staff in the secondary school supported specific "social" aims. Male staff in faculty A & L were stronger in their support for "social" aims whilst women in faculty P & S gave no support to this category. This is hard to explain except there are a number of women in this faculty who were unable to state the aims of the school.

The two main categories which received most responses and possibly sum up the current view of staff in both primary and secondary schools were "total development" and "don't know". Women tended to be less clear about the school aims which could be related to fewer women being in promoted posts and thus not being a part of the decision making process.

6.2 Are the Aims Formalised in Any Way?

The individual qualitative responses to the question produced three categories which are self-explanatory the first being "yes", the aims are formalised and secondly "no", there is no formalisation of aims, whilst some respondents replied "don't know" which made a third category.

A) Analysis of all Data

The evidence showed a large number of respondents perceiving the aims to be

formalised, but a significant number perceived they were not and a similar number did not know. Although all schools in Lothian are supposed to have a statement of aims this could be a short statement or longer and more detailed.

Table 29

Category	Number	%
Yes	120	60
No	41	20
Don't Know	39	19
Total	200	

More than half the respondents perceived the aims were formalised. Those perceiving a formal statement identified different sources of handbook where statements were recorded, "Must be in the school handbook", (unp), or "...a policy document given to parents", (unp), "...in the prospectus and the staff manual", (dht). Whilst some observed that the booklet did not reflect current thinking, "...a booklet for parents and one for teachers which needs updating", (pt).

The minority who did not know the aims perceived the school to have a formal statement indicating that the school was beginning to produce information which would become a formal statement, "...it is discussed at staff meetings", (prob), "...we are moving towards this", (aht).

Respondents who were categorised in the "don't know" group usually replied with this phrase but some indicated they were unsure, "...they may be in the staff year book", (pt).

A fifth of staff responded in the negative which is surprising as most schools in Lothian are now supposed to have some statement on the aims of the school. The analysis of evidence by promoted and unpromoted respondents, gender, and school revealed little difference in perception. (See tables 6.6A, 6.7A, and 6.8A in the appendix)

E) Analysis by Subject in the Secondary School

The evidence showed quite a difference of perception amongst the faculties with almost three quarters of the respondents in faculty A & L perceiving their school to have a statement about aims whilst fewer respondents in faculty P & S considered there was a statement about the aims and half of the respondents in faculty S & T perceived their school to have a statement.

Table 30

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Yes	28	72	21	64	31	54
No	04	10	09	27	10	18
Don't Know	07	18	03	09	16	28
Total	39		33		57	(129)

A majority in faculty A & L perceived there was a statement which they thought might be found in a variety of booklets or manuals, "...a school handbook but I don't have an up to date one", (unp), or "... in the prospectus and the staff manual", (dht). Fewer respondents in faculties P & S and S & T perceived there was a statement which may be related to the level of promotion and gender and will be investigated in a later section.

Slightly more than a quarter of respondents in faculty P & S perceived no statement but the following comment indicates possible future development, "...the departments have their own (statement) and we are working on this at the moment", (unp).

F) Analysis by Promoted Post/Gender

The majority of respondents perceived a formal statement of aims with more promoted staff voicing this opinion. Almost a fifth of unpromoted male and female

respondents did not know if their school had a formal statement.

Table 31

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Yes	38	68	31	76	16	55	41	55
No	10	18	07	17	06	21	18	24
Don't Know	08	14	03	07	07	24	15	20
Total	56		41		29		74	
							(200)	

A majority of promoted male and female respondents perceived there was a statement of aims. This is probably because they are nearer the decision making and management process being in a promoted position, thus being more aware of what has been agreed concerning the policy of the school. A number of sources of information are mentioned, " Aims are in the school handbook", (pt), and "...(school) guidelines written for staff and a (school) booklet for parents", (ht) Fewer unpromoted men and women perceived a formal statement on aims some referred to various sources of information where the aims could be found, "In a policy document given to the parents", (unp) and "We have a booklet", (unp).

The analysis by school and gender revealed no major differences in perception. (See table 6.9A in the appendix)

H) Analysis of Promoted Post/School

A majority of promoted staff in both the primary and secondary sectors perceived there was a statement about aims with this being especially noticeable in the primary sector.

Table 32

Category	Primary				Secondary			
	Pro		Unp		Pro		Unp	
	no	%	no	%	no	%	no	%
Yes	19	79	27	57	50	68	30	54
No	05	21	13	28	12	16	11	20
Don't Know	00	00	07	15	11	15	15	27
Total	24		47		73		56	
							(200)	

A majority of the promoted primary staff perceived there was a statement of aims which was available in some cases to both staff and parents, ".. written guidelines for all staff and a handbook for parents", (ht) A slightly smaller majority of promoted secondary staff said there was a school statement of aims but in some instances it appeared to be at an early stage of development, "An attempt has been made to produce a booklet", (pt)

More of the unpromoted primary and secondary staff did not know if there was a statement of aims, the largest group who did not know were the unpromoted secondary staff. There were no primary promoted staff who did not know of the existence of aims which is perhaps a reflection of how staff who are close to the decision making are more aware of the aims of their school. Perhaps if decisions were taken by all staff through a team approach there would be an improvement in awareness.

1) Analysis of Faculty/Promoted Post

More promoted staff in faculties A & L and P & S perceived that their school had formal aims but fewer promoted and unpromoted staff in faculty S & T were of this opinion. A higher proportion of unpromoted staff did not know the school aims.

Table 33

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Yes	18	78	10	62	14	70	07	54	18	60	13	48
No	03	13	01	06	05	25	04	31	04	13	06	22
Don't Know	02	09	05	31	01	05	02	15	08	27	08	30
Total	23		16		20		13		30		27 (129)	

There were more promoted than unpromoted staff in each category who said their school had a statement. A majority of promoted staff in all the faculties perceived their school had a statement of aims but there were fewer faculty S & T respondents who subscribed to this view and some responses indicated developments were at an

early stage, "We have tried to produce a staff booklet", (pt).

A majority of unpromoted respondents in faculty A & L perceived the school to have a statement of aims in a formal document which was sometimes referred to as, ".... staff manual covers aims", (unp). Approximately a half of unpromoted staff in faculties P & S and S & T claimed the school had a statement also in a formal document, "... a handbook available for all to read", (unp).

The replies to "no" and "don't know" reflected the level of response give to the first question. The analysis by faculty/gender did not reveal significant differences between the respondents. (See table 6.10A in the appendix).

Summary and interpretation

A large majority of both male and female interviewees perceived there was a statement about the aims of the school. Differences in perception between men and women were quite small but more promoted staff in both primary and secondary schools stated they were aware of the school aims. This is probably a reflection of more involvement of the promoted staff in the management processes in the school thus ensuring their greater awareness of the school aims. Conversely it seems to indicate that the unpromoted staff don't have the opportunity to participate in the debate about aims or to see information relating to them from outside.

Within the faculties in the secondary schools promoted respondents are more aware than unpromoted ones of the school aims. In terms of gender, men in faculties A & L and P & S were more likely to know if there was a statement of aims. As more men are promoted this would appear to be related to promotion although the men in faculty S & T appeared to be slightly less aware than the women which is probably an indication that fewer men in this group are promoted or that staff in this faculty don't see the wider school views impinging on their own departments. Being promoted seems to ensure the staff concerned are more likely to know the school aims.

A large number of staff did not know if the school aims were formalised and more

secondary staff did not know the school aims than those in the primary school. This is probably due to the secondary staff being less involved in the process of decision making or less able to influence outside pressures on the school than the staff in primary schools.. Within the secondary schools more staff in faculty S & T did not know the school aims although this is not especially related to level of promotion or gender but could be due to departmental pressures with staff operating in their own compartments rather than the broader perspective of the school.

The evidence is surprising as all Lothian schools are now required to have statements of aims but it could be simply that staff have forgotten, perhaps due to not having participated in the formalisation of the aims. Another reason could be the pressure which staff are under at present due to the changes in the curriculum as a result of standard grade and the new national certificate developments and the effect these have in setting the agenda in the secondary school.

6.3 How Are The Aims Decided?

The interviewees were asked if they had any perception of the decision making process in relation to the choice of aims in their school. Categories for responses were constructed from the individual qualitative answers as follows. "not sure" indicated the respondents were unclear about the process whilst "committee" included any kind of committee other than the senior management team which is involved in deciding aims. Some identified the headteacher and the senior management team or board of studies and a 'catch all', "other" category was established for those responses which did not fit any common category.

A) Analysis of all the Data

Over a third of respondents were not sure how the aims had been decided.

Table 34

Category	Number	%
Not Sure	70	35
Committee	42	21
Headteacher	36	18
Senior Mgt Team	28	14
Other	24	12
Total	200	

A large number of respondents were unsure of the process of deciding aims. This would seem to indicate that they had either forgotten or not been involved in the process, as all schools in Lothian are required to have aims which have been defined in a school booklet. Respondents who were categorised under "not sure" appeared to fall into either a 'don't know, not sure 'group or guessed that aims were probably decided through the department, " Probably through discussion with the head and within the department", (unp), "Evolved over a period of time", (pt).

A number of staff perceived some form of committee structure or consultation process being responsible for the formulation of the aims, which is probably achieved through working parties and study groups. The respondents who perceived aims to have been decided by committees or working parties see the department structure contributing to the process, "Working parties who drew information from each department", (unp), and staff meetings where there was the opportunity for, "Discussion by all staff and then priorities identified by senior staff", (aht).

The headteacher did not appear, to the staff, to have a major role in the formulation of aims but where the head had been perceived to have decided this was sometimes done through a consultative process, "I think by the head in consultation with promoted staff", (aht). In one example the headteacher comments on his own role, "The establishing of an ethos was a number one priority when I arrived", (ht).

The senior management team is sometimes perceived to have had less involvement than the head teacher perhaps reflecting poor communication of their activity or limited influence on the majority of the staff. Those who perceived the senior

management team to decide, "... (aims) sent out to staff for comment but no response", (ht)

Some interviewees who were difficult to categorise perceived a long term process of change, "By tradition each head seems to introduce something new", (unp), and sometimes the change was affected by outside influences, "By external pressure - parents and society", (pt)

B) Analysis of Promoted and Unpromoted Respondents

Significantly more unpromoted respondents were unsure who decided whilst more promoted respondents perceived the headteacher or the senior management team to be deciding the school aims.

Table 35

Category	Promoted		Unpromoted	
	no	%	no	%
Not Sure	26	27	44	43
Committee	19	20	23	23
Headteacher	23	24	13	13
Senior Mgt Team	19	20	09	09
Other	10	10	14	14
Total	97		103	(200)

As in previous sections the headteachers and deposes are combined. A number of heads, deposes and assistant heads were unsure who had decided the aims but fewer principal and assistant principal teachers were of this opinion and a large number of unpromoted respondents were unsure. Those choosing the "not sure" category did not qualify their statements.

More promoted staff perceived the head to be responsible for deciding on the school aims and many of the heads and deputies gave support to this idea. Where the head was

perceived to be responsible for the process of decision making, "I decided myself about priorities after considering needs", (ht). Very few of the assistant heads supported the notion of the head deciding aims perhaps because they perceived this as an important part of their role.

Slightly under a quarter of the principal and assistant principal teachers perceived the head deciding on the aims. Where the head had been seen to have decided the principal teachers did not always perceive consultation, "Head set out the aims the staff haven't been involved in the exercise", (pt). A few unpromoted staff perceived the headteacher to decide on the school aims and the following statement probably sums up the view of those perceiving the headteacher to decide, "I think by the head that is what I've always imagined", (unp).

There was generally much greater support amongst the promoted staff for the senior management team to be deciding on the aims but the headteachers were less inclined to this view. Where the heads and the deputies perceived the board of studies was involved consultation was a part of the process, "Board of studies sent out proposals to staff for comment but there was no response", (ht). The senior management team was perceived by the assistant heads to have a significant input, "A draft was produced and discussed in the senior management team", (aht)

A few of the principal and assistant principal teachers chose the senior management team as the agency who decided the aims but only after discussion with themselves, "By consultation between the board of studies and the principal teachers", (pt). Few unpromoted staff chose the senior management team, "The board of studies decided but the staff were consulted", (unp)

The analysis by gender revealed no major differences in perceptions between men and women. (See table 6.11A in the Appendix).

D) Analysis by Primary/Secondary School

In this analysis more of the secondary group were unsure how decisions were made

and more primary respondents perceived aims being decided by committee.

Table 36

Category	Primary		Secondary	
	no	%	no	%
Not Sure	20	28	50	39
Committee	23	32	20	16
Headteacher	13	18	23	18
Senior Mgt Team	09	13	19	15
Other	06	08	17	13
Total	71		129	(200)

Some primary staff were unsure where the decision on aims had been made but respondents who were unsure did not qualify their statement. A much larger percentage of secondary staff were unsure which may be due to size and the influence of the departmental structure but as the time scale for development has been long staff are not clear about the process, "Not sure probably grown over a period of time", (aht).

A number of primary respondents perceived the aims to be decided by "committee". Staff meetings seem to be a major source of information and working parties, discussion groups and study groups also feature which confirms some schools do involve their staff, for example, "Through discussion at staff meetings", (unp), and "Started with small discussion groups", (ht)

A smaller number of secondary respondents perceived a committee to decide, "Written by a study group which met under the faculty structure with a lot of consultation", (aht)

The secondary schools will be dealt with in detail in the next section.

E) Analysis by Subject in the Secondary School

In the secondary sector evidence is reviewed within faculty groups as used in the previous chapter.

Fewer respondents were unsure, more chose the "committee" but fewer the "head teacher".

Table 37

Category	Faculty A & S		Faculty P&S		Faculty S & T	
	no	%	no	%	no	%
Not Sure	16	42	15	45	19	28
Committee	03	08	04	12	13	23
Headteacher	08	21	08	24	07	12
Senior Mgt Team	07	18	04	12	08	14
Other	05	13	02	06	10	18
Total	39		33		57 (129)	

Almost a half of faculty A & L and P & S respondents were unsure who had decided the aims, "probably grown over a period of time", (aht). Those who were not sure in faculty S & T often did not qualify their statement but in the cases where this was done no pattern emerged and the following examples illustrate responses, " ... I think the head may have", (unp), and again unclear, "... we don't have meetings to discuss this", (unp).

Nearly a quarter of faculty S & T members chose "committee" where this form is chosen the department is often perceived to be part of the process, "Working parties who often drew information from the departments", (unp), and again "All staff through department structure", (pt).

The "headteacher" was chosen by a little over a fifth of all faculty respondents. Interviewees in faculty S & T who perceived the headteacher to have decided the aims did not comment on any consultative process, "Whatever is in operation was decided by the headteacher", (pt).

The small number of faculty respondents whose response did not fit any of the major categories suggested the decision had emerged, "By external pressure - parents and society", (pt), or through a combination of factors, "Head took the lead and consulted where appropriate", (dht), or "New ideas are developed by the head but tradition plays a strong role", (pt).

The analysis by promoted post/gender did not reveal large differences.

G) Analysis by School/Gender

There were similarities amongst all groups in relation to the category "not sure". The primary respondents perceived the committee structure to be more significant as a method of choosing aims in their school.

Table 38

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Not Sure	04	27	16	29	22	32	28	47
Committee	06	40	17	30	15	22	05	08
Headteacher	03	20	10	12	13	19	10	17
Senior Mgt Team	01	07	08	14	11	16	08	13
Other	01	07	05	09	08	12	09	15
Total	15		56		69		60	
							(200)	

Although there were some similarities in the choice of the category "not sure" more of the secondary respondents chose this perhaps indicating a less effective communication system in the secondary school. The women had the highest score which may be a reflection of their position in the promotion structure. Some of the primary male staff were unsure how the aims had been decided and slightly more primary female staff were unsure but they were not inclined to add to their comment.

More primary staff chose the committee structure than the secondary staff indicating more study groups and working parties and perhaps less influence of boards of studies or senior management teams which is probably a reflection of the consensus approach adopted by some primary schools. A large number of primary male staff perceived committees to operate in their school, "Through discussion at staff

meetings", (unp)

In the secondary school men gave more support than women to the notion of committees possibly reflecting a greater level of their own involvement, "Study groups and committees (decide on aims)", (dht)

Women were less inclined to choose the "headteacher" category in the primary school situation but men were more inclined in both primary and secondary schools to see the head as the decision maker which could be due to more men being promoted.

H) Analysis by Promoted Post/School

Promoted primary and secondary staff are more sure about how decisions have been made in relation to aims. Primary staff, irrespective of promotion, see the committee structure as being more significant in their school. Unpromoted staff in both primary and secondary schools don't see the senior management team as having a large involvement in decision making on aims.

Table 39

Category	Primary				Secondary			
	prom		unp		prom		unp	
	no	%	no	%	no	%	no	%
Not sure	04	17	16	34	22	30	28	50
Committee	08	33	15	32	11	15	09	16
Headteacher	05	21	08	17	18	25	05	09
Senior Mgt Team	05	21	04	09	14	19	05	09
Other	02	08	04	09	08	11	91	16
Total	24		47		73		56 (200)	

The staff who are unpromoted in both primary and secondary schools appear to be less sure than the promoted staff about how the aims were decided. This tendency is even more pronounced among unpromoted secondary school respondents, where half of them claim to be unsure of how the school aims were decided but most did not qualify their statement of "not sure". It could be argued that these staff should be more involved in the school decision making processes which could lead to more

understanding and 'ownership'. Interviewee comments illustrate their lack of understanding, "I am not clear about this", (unp), and, "I think the head may have", (unp).

Committees are more popular with the primary staff than the secondary and this is probably a reflection of the greater use of committees in the primary sector which may be related to size and the lack of a departmental structure. Quite a number of both promoted and unpromoted primary staff perceived committees to have decided the aims, "Policies decided at staff meetings", (unp). But fewer promoted and unpromoted secondary staff perceived a committee to have decided the aims.

The headteacher was perceived to have decided the aims by about a fifth of promoted and unpromoted primary respondents; in one case a head's view, "I decide myself about priorities after considering needs", (ht), and the unpromoted teacher, "Done by the headteacher some time ago", (unp). A quarter of promoted secondary respondents perceived the head to have decided the aims through consultation, but very few unpromoted secondary staff perceived the head to have chosen the aims, in one school, "Head presented a paper to us when he arrived", (unp).

I) Analysis by Faculty /Promoted Post

Promoted staff in all the faculties have a clearer view about who decided the aims and this probably reflects their level of involvement in the decision making process.

Table 40

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Not Sure	08	35	08	50	08	40	07	54	06	20	13	48
committee	02	09	01	06	03	15	01	08	06	20	07	26
Headteacher	05	22	03	19	06	30	02	15	07	23	00	00
Senior Mgt Team	06	26	01	06	02	10	02	15	06	20	02	07
Other	02	09	03	19	01	05	01	08	05	17	05	19
Total	23		16		20		13		30		27	
	(129)											

Almost a third of promoted faculty A & L staff were not sure who had decided the aims and they did not qualify their comments. Whereas about half the unpromoted staff in this category did not qualify their comments because they perceived in some instances, "... we don't have meetings to discuss this", (unp).

Very few of either promoted or unpromoted respondents in faculties A & L and P & S chose "committee". The committee structure was chosen by nearly a quarter of respondents in faculty S & T this may reflect a higher level of involvement of this group in committees and may be related to more being promoted than in other faculties or may indicate the strong influence of the department, "All staff through the department structure", (pt). Slightly more of the unpromoted staff in faculty S & T chose committee and here again the department was involved, "Working parties who often drew information from the departments", (unp).

Approximately a fifth of promoted and unpromoted respondents in faculty A & L chose the headteacher as the sole decision maker in relation to aims and more promoted staff in faculty P & S chose the headteacher. The major difference in the choices made for the "headteacher" category was in relation to unpromoted staff in faculties S & T where none perceived this to be the case.

No clear pattern emerged in relation to the choices made for the involvement of the senior management team in deciding the aims. The promoted respondents in faculties A & L and S & T were more inclined to perceive the senior management team involved which may indicate more senior staff from these faculties but very few unpromoted staff made this choice. The management team was not as popular with promoted staff in faculty P & S. and rather more unpromoted staff in the faculty chose the senior management team perceiving some discussion, "Board of studies decide but staff are consulted", (unp). A number of promoted staff in faculty S & T chose the senior management team in consultation with the department, "By consultation with the board of studies and the principal teachers", (pt) but few unpromoted staff made this choice.

J) Analysis by Faculty/Gender

Fewer men are in the "not sure" category but more are inclined to choose the "committee" category.

Table 41

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Not Sure	05	33	11	46	06	34	09	60	11	31	08	38
Committee	03	20	00	00	03	17	01	07	09	25	04	19
Headteacher	03	20	05	21	05	28	03	20	05	14	02	10
Senior Mgt Team	03	20	04	17	03	17	01	07	05	14	03	14
Other	01	07	04	17	01	06	01	07	06	17	04	19
Total	15		24		18		15		36		21 (129)	

Men appear to have a clearer view about the ways in which aims are decided as only about a third of men in each faculty are not sure who decided the aims. This may be due to more men being promoted and thus more likely to be involved in the decision making process. Many respondents did not qualify their views but sometimes an attempt is made to offer a opinion, "I suspect it was largely the head's view", (dht). Considerably more women were not sure, nearly two thirds are in this category in faculty B with a high percentage also in other faculties.

The men are more likely to choose the "committee" as a means of deciding on the aims and this again may reflect a greater level of involvement through being promoted. Approximately a fifth of men in the faculties chose some form of 'committee', "Paper sent out by head - discussed by the staff and final document produced", (unp). Fewer women chose the committee structure but some perceived, "...A joint effort", (pt).

Men and women in faculties A & L and P & S who chose the headteacher as the decision maker were represented by approximately a fifth of interviewees and often the head was not perceived to have consulted for example, "The former head wrote the document", (pt). Staff in faculty S & T were less likely to see the headteacher

deciding on the school aims.

Each faculty seems to have a similar view of the involvement of the senior management team although women are slightly less likely to support this, probably reflecting a lower level of involvement of the women due to the position of many in the structure.

Summary and Interpretation

In the previous question approximately a quarter of staff did not know if the school had formalised the aims and it was likely that a similar result would be reflected in the response to how the aims were decided. More than a third of the interviewees were not sure how the aims had been decided and the unpromoted staff were less sure than those who were promoted. The male and female staff in the primary schools held similar views. There were more of the female secondary respondents who were not sure how the aims had been decided perhaps reflecting that women were less involved than the men in the process of decision making and communication due to fewer of them being promoted. In all the secondary school faculties promoted male staff had a clearer view as to how the aims had been decided again a reflection of position in the hierarchy and the differences due to gender. This could indicate that promoted staff are more likely to be involved in deciding aims and thus more likely to support and understand them. From the evidence it does not seem that many schools, especially in the secondary sector, provide an opportunity for their staff to be involved in contributing to a debate about the aims of the school.

More than a fifth of respondents perceived some form of committee structure being the method of deciding the aims often indicating the involvement of study groups and working parties. Fewer women chose the committee structure than the men but more unpromoted women perceived an involvement of committees. More primary staff chose the committee structure indicating a greater use of this process in the primary school; this is supported by other evidence which suggests a greater use of consensus in the primary sector but it is also likely to be related to size and often the absence of department structures. However in the secondary school more men support committees possibly indicating a greater level of involvement of men in this decision

making process in the secondary school.

In the secondary faculty structure respondents in faculty S & T were more inclined to choose the committee structure which may indicate a greater involvement of this group in committees perhaps related to more staff being promoted than in other faculties and thus participating in school committees or it may indicate greater use of departmental committees. Men in both primary and secondary schools are more likely to choose committee structures than women perhaps as a result of being more likely to be involved in them, and this could be related to being promoted. It appears that men may have more opportunities to participate in decision making as they seem to be more aware of the possibilities of committees being used for this purpose. This does not rule out the possibility of women being involved but points to this being less likely.

The "headteacher" is a relatively popular choice of, on average, a fifth of respondents with more of the promoted staff perceiving the head to have decided policy. This could reflect reality with the promoted staff being more aware that the head decides policy in their school. It could also be due to the promoted staff being more likely to identify with the head as decision maker. Men were more inclined, in both primary and secondary schools, to perceive the head as the final decision maker which could be once again a reflection of more men being in promoted posts. Fewer staff in faculty S & T perceived the head to decide on the aims this could be because decisions are more likely to be taken in the department. Fewer unpromoted staff in both P & S and S & T faculties made this choice. Although some staff perceived the headteacher to decide many did not, which calls into question the headteacher's role as leader and decision maker in the school. Perhaps many issues are decided outside the school leaving less opportunities for the headteacher to be perceived as policy maker. It may also be the case that few schools have whole school policies or aims, thus not providing the opportunity for the headteacher to provide general leadership.

The senior management team was perceived by both primary and secondary respondents to have a similar level of involvement in their schools but this was relatively low in both cases. More promoted staff perceived the senior management team to be involved with decision making in relation to the school aims. This is

probably a reflection of the promoted staff being more aware of the actions of the senior team. In the secondary sector each faculty appears to give a similar level of support to the notion of the senior management team deciding the aims although women are less likely to support the notion perhaps a reflection of not being promoted.

Those staff who were able to express a view on who decided the aims were more inclined to choose a committee and this was closely followed by the headteacher with the third most significant choice being the senior management team and the level of promotion often affected the choice. The perceived impact of the senior management team in deciding aims is clearly small which may be due to decisions being taken outside the school in relation to aims, in the case of exams for instance or it may reflect the lack of debate in schools about the aims and a lack of leadership from the senior team.

6.4 What System is There for Evaluating Aims in The School?

Having identified the aims of the school by whatever process their evaluation is important in order to obtain some measure of success. Examinations might be considered to be one way of measuring success although they have limitations as not all aspects of the school are able to be measured by public examinations. As the desire for accountability has increased appraisal has been identified, by government, as one method of evaluating success.

The respondents were asked what perception they had, if any, of the process of evaluation in their school in relation to the school aims. Categories of responses were constructed from the qualitative data which indicated most respondents perceived there was "no system", indicating no clear system in the school, some chose, "exams/tests", "appraisal", "staff meetings", or "study groups", whilst those who could not be easily categorise were classed as "other".

A) Analysis of all Data

Half of the respondents perceived the school having no system for evaluation whilst

approximately a tenth perceived "examinations/tests", "appraisal", and "staff meetings" being used for evaluation; well under a tenth chose "study groups" and almost a fifth could not be categorised.

Table 42

Category	Total No	%
No System	102	51
Exams/Tests	17	09
Appraisal	13	07
Staff Meetings	20	10
Study Groups	10	05
Other	38	19
Total	200	

Although many respondents perceived no formal system they commented on informal arrangements through exams, departmental evaluation, the board of studies, reports and groups who were currently considering possible arrangements, some considered there was, "No formal mechanism but all of us are making an informal contribution", (pt). In some cases there was an indication of a change taking place, "This has been discussed recently and we are now tackling the issue", (aht).

Those who did consider formal evaluation was taking place mentioned a variety of mechanisms being used to evaluate but it would appear that most schools do not attempt to undertake a whole school method of evaluation nor is there much evidence of appraisal being used. "Exams" were perceived by some respondents as the method used by their school for evaluation, "Exams and discussion with the children within the department nothing on a whole school basis", (pt), and some interviewees mentioned testing, "Happens once a year, we test 4-7's in reading and writing - diagnostic", (aht).

In some cases "appraisal" was perceived to be used to evaluate through, "... regular sessions with our head to see if we are achieving our aims", (unp), and "Appraisal which includes a review of exams", (unp)

"Staff meetings" were perceived by some to provide opportunities for evaluation,

"We get together as a staff and discuss issues related to the curriculum and discipline", (unp), whilst in some instances staff development provided the opportunity, "At our in-service we try to develop policy and at the end of the year we discuss this in a staff meeting", (unp).

Only limited use was perceived to be made of committees or study groups by some respondents, "Only just beginning to happen now through the new committees," (pt). Perhaps this may develop in the future.

Other methods of evaluation were perceived to be, "HMI report and through department meetings and staff meetings", (pt), and through, "... faculty groups, each assistant head is responsible for this and two years ago we evaluated each department and this work continues", (aht). The analysis by promoted post revealed similar perceptions at all levels. (See table 6.14A in the Appendix).

C) Analysis by Gender

More men perceived there was no system for evaluation and more women perceived the staff meeting as the mechanism for evaluation.

Table 43

Category	Male		Female	
	no	%	no	%
No System	50	60	52	45
Exams/Tests	06	07	12	10
Appraisal	07	08	06	05
Staff Meetings	02	02	17	15
Study Groups	04	05	06	05
Other	15	18	23	20
Total	84		116	(200)

Nearly two thirds of the men did not perceive a system to be operating in their school and this majority of respondents rarely qualified their view but a minority did suggest there were informal arrangements. Some described a system which was in its early stages of development, "... one is emerging through appraisal", (pt), others

saw the board of studies playing some part whilst examinations and tests were mentioned but there were those who voiced disquiet,"...there is a strong feeling against it (a system)", (pt).

Slightly fewer women perceived there to be no system of evaluation in their school. Those who perceived "no system" to operate fell into a number of different groups with some respondents not qualifying their comments, and an equal number perceiving plans for evaluation or examinations being used in an unstructured way, "The results produce a check list and the head encourages people to think what they are doing but not a formal postmortem", (dht). Others perceived informal evaluation or it being done by the department or board of studies, "... evaluation takes place within the department", (unp). In some schools, "Committees have been set up to look at this", (pt)

The response of the men to "staff meetings" was not significant but a number of the women chose "staff meetings" which, it was claimed, could sometimes provide the opportunity for quite involved discussion. The staff development time was also used in some schools for discussion about aims and evaluation. More women perceived that the staff meeting was used for evaluation and this might well be a reflection of practice in the primary school which has a higher preponderance of women teachers, "We do have quite deep discussions at staff meetings and we try to keep a close watch on our aims", (unp).

D) Analysis by Primary/Secondary School

More secondary school respondents perceived there was no system for evaluation, and some considered exams and tests were used. "Appraisal" was chosen by slightly more secondary staff, but "staff meetings" were chosen by considerably more primary respondents.

Table 44

Category	Primary		Secondary	
	no	%	no	%
No System	27	28	75	58
Exams/Tests	02	03	16	12
Appraisal	02	03	11	09
Staff Meetings	16	23	03	02
Study Groups	07	10	04	03
Other	17	24	20	16
Total	71		129	(200)

Over a quarter of primary respondents perceived there was no system of evaluation operating in their school and over half the secondary staff made this claim. This could be related to size with the secondary staff being less aware of a system in their schools which are generally larger than the primary schools. Those respondents who perceived "no system" to be operating often did not qualify their views but those who did chose three different views, informal, individual,"... individual teachers are constantly evaluating", (unp) and some said a new systems was emerging.

Considerably more secondary respondents claimed there was "no system" operating in their school but perceived one to be developing, "We ...plan to introduce one when our aims are sharpened up", (ht), others perceived, "...the next stage is to develop one", (aht).

Rather more secondary than primary staff chose examinations as a form of evaluation which is a reflection of the use of examinations in the fourth year of the secondary school.

Almost a quarter of the primary respondents chose "staff meetings" as a method being used to evaluate the school aims, whilst less than a twentieth of secondary staff made this choice. This probably reflects the use of the consensus approach used through staff meetings in some primary schools. It is also apparent in the choice of "study groups" by the primary staff. Staff meetings are used for establishing objectives and

discussing the curriculum including its evaluation, "Usually through discussion at staff meetings- we set down objectives and discuss at the end of the year how successful we've been", (prob). There was little support from the secondary sector for "staff meetings".

In the secondary sector evidence is reviewed in the faculty groups used in the previous chapter.

E) Analysis by Subject in the Secondary School

The responses for the first two categories showed wide differences between the faculties, with a large number of faculty S & T respondents perceiving there was no system of evaluation and the same group recording a small response for the "exams/tests" category.

Table 45 (See also table 6.14A in the Appendix)

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
No System	21	54	15	45	39	68
Exams/Tests	07	18	06	15	03	05
Appraisal	03	08	03	08	05	09
Staff Meetings	00	00	02	05	01	02
Study Groups	02	05	00	00	02	04
Other	06	15	07	18	07	12
Total	39		33		57	(129)

Whilst all the faculty groups showed a high number who claimed their school did not have a system of evaluation there were wide variations with fewer of the faculty P & S staff making this statement and more of faculty S & T claiming this to be the case.

More than half the respondents in faculty A & L perceived there to be no system of evaluation in their school. Where "no system" was perceived to operate most respondents did not qualify their remarks but some indicated that thought was being given to the issue of evaluation, "No system but I think this will change due to

pressure from a number of different directions", (pt). Fewer respondents in faculty P & S perceived that there was no system of evaluation in their school in some cases, "The results produce a check list and the head encourages people to think what they are doing, but no formal process", (dht). Over two thirds of respondents in faculty S & T perceived there was no system of evaluation in their school but a number of unstructured attempts were identified.

Almost a fifth of respondents in faculty A & L chose "exams/test" but those making this choice as a form of evaluation did not qualify their view in any significant way. Slightly fewer faculty P & S respondents referred to exams and in some cases the examination results were perceived to be used for evaluation purposes as in one school, "... the senior management team who look at results and discuss these with the principal teachers", (pt). Only a very small number of faculty S & T respondents perceived "exams/tests" to be used as a form of evaluation.

F) Analysis by Promoted Post/Gender

A high percentage of all groups did not perceive a system to be operating for evaluation whilst promoted women gave more support than others to "exams/tests" and more unpromoted women supported "staff meetings".

Table 46

Category	Promoted				Unpromoted				
	M		F		M		F		
	no	%	no	%	no	%	no	%	
No System	34	61	18	44	16	55	34	46	
Exams/tests	04	07	07	17	02	07	05	07	
Appraisal	04	07	02	05	03	10	04	05	
Staff Meetings	02	04	04	10	00	00	13	18	
Study Groups	02	04	02	05	02	07	04	05	
Other	10	18	08	20	06	20	14	19	
Total	56		41		29		74		(200)

Over half of the men, both promoted and unpromoted did not perceive there was a system for evaluation which is rather surprising as the promoted men especially are more likely to be involved in any process if one existed. It is possible that school have a variety of evaluation processes but as they are not very well formalised teachers are not always clear what they are however some respondents felt, "... all of us are making an informal contribution", (pt), or in some instances senior management is making an attempt, "... some discussion at the board of studies but it is not formalised", (pt). A similar number of unpromoted men did not perceive a system for evaluation and here again they observed informal arrangements operating through senior management, "Probably some discussion by the board of studies but I've not been asked my views", (unp).

The only group to show support for the use of examination results was the promoted women who perceived an, " Annual review of exam results with the head and the same is done with the guidance team", (aht). "Staff meetings" received more support from the women as a means of evaluating, "We always get together at staff meetings to discuss progress", (unp). This could be a reflection of more women working in primary schools where there appeared to be more of an attempt to involve all the staff in some process of evaluation.

G) Analysis by Gender/School

A high percentage of all groups did not know if a system of evaluation was operating in their school and the "exams/tests" category was supported by more secondary women whilst more primary women supported "staff meetings".

Table 47

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
No System	06	40	21	38	44	64	31	52
Exams/tests	01	07	01	02	05	07	11	18
Appraisal	00	00	02	04	07	10	05	08
Staff Meetings	01	07	15	27	01	01	02	03
Study Groups	02	13	05	09	02	03	01	02
Other	05	33	12	21	10	15	10	17
Total	15		56		69		60	(200)

Over a third of men and women in the primary school perceived there was no system of evaluation in their school but , "... a lot of informal activity", (ht), and in some cases by individuals as part of their normal work,"...but individual teachers do", (prob). More of the secondary staff, well over a half in the case of men, did not perceive there was a system of evaluation in their school which could be due to size making it difficult for staff to know what was happening, or it could be an accurate reflection of less overall evaluation in the secondary school, for example, "We don't have a system but plan to introduce one when the aims are sharpened up", (pt).

The secondary women appeared to have a stronger interest in examinations and this was perceived to be raising questions about the pupils who did not achieve academically, "We take stock of exam results and they are now questioning what we do with the less able pupils", (pt).

"Staff meetings" received more support from the primary staff, as a means of evaluation which is probably a reflection of more use being made of consensus evaluation through the use of staff meetings in the primary sector. There is a little more support from the primary sector for "study groups" especially amongst the men who perceived, "A lot done through working party structure", (unp).

"Appraisal" receives negligible support from the primary sector but a little from the secondary sector. This could be a reflection of an evaluation of departmental examination results.

H) Analysis by School/Promoted Post

This analysis revealed nothing which was particularly new with all groups indicating a high number of respondents who did not know of a school system of evaluation whilst secondary staff gave more emphasis to "exams/tests" and slightly more to "appraisal". "Staff meetings" were more popular with primary staff as were "study groups".

Table 48

Category	Primary				Secondary			
	Pro		Unp		Pro		Unp	
	no	%	no	%	no	%	no	%
No System	08	33	19	40	44	60	31	55
Exams/tests	01	04	01	02	10	14	06	11
Appraisal	01	04	00	00	05	07	07	13
Staff Meetings	05	21	11	23	01	01	02	04
Study Groups	02	08	05	11	02	03	01	02
Other	07	29	11	23	11	15	09	16
Total	24		47		73		56	
							(200)	

I) Analysis by Faculty/Promoted Post

A large number of all the groups did not know if a system of evaluation was operating in their school whilst some faculties gave support to the use of examinations for evaluation the numbers were small and the same applied to appraisal.

Table 49

Category S & T	Faculty A & L				Faculty P & S				Faculty			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
No System	11	48	10	63	10	50	05	39	23	77	16	59
Exams/tests	05	22	01	06	03	15	03	23	02	07	02	07
Appraisal	03	13	01	06	01	05	02	15	01	03	04	15
Staff Meetings	00	00	00	00	01	05	01	08	00	00	01	04
Study Groups	01	04	00	00	00	00	00	00	01	03	01	04
Other	03	13	04	25	05	25	02	15	03	10	03	11
Total	23		16		20		13		30		27	
											(129)	

Over half the respondents in virtually all faculties claimed their school did not have a system for evaluation but no consistent pattern emerged between the promoted and unpromoted staff.

J) Analysis by Faculty/Gender

A high percentage of all faculty respondents did not perceive a system of evaluation to be working in their school and examinations were identified by all faculties as being used for evaluation but the numbers were generally small. Few staff opted for "appraisal" and very few chose "staff meetings" or "study groups".

Table 50

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
No System	10	67	11	46	09	50	06	40	25	69	14	67
Exams/Tests	01	07	05	21	21	11	04	27	02	06	02	10
Appraisal	21	13	02	08	02	11	01	07	03	08	02	10
Staff Meetings	00	00	00	00	01	06	01	07	00	00	01	05
Study Groups	00	00	01	04	00	00	00	00	02	06	00	00
Other	02	13	05	21	04	22	03	20	04	11	02	10
Total	15		24		18		15		36		21	
	(129)											

Nothing new emerged from the analysis for "no system" and although "exams/test" results were named as a system not many staff claimed this and numbers were small for both men and women; too much importance should not be attached to them and only the latter are worthy of comment. A number of women in faculty A & L mentioned examinations whilst in faculty P & S slightly more women supported this view, "We have an annual review of exam results with the head", (pt).

There is very little support for "appraisal" from both the men and the women and both staff meetings and study groups received negligible support from men and women which is an indication of their limited use in the secondary school probably related to the function of the department and the size of secondary schools.

Summary and Interpretation

A majority of respondents, over half the promoted and unpromoted staff, perceived

no formal system for evaluation in their school and the analysis of the responses by gender simply confirms the overall tendency. Just over a quarter of the primary staff claimed they did not know of any system for evaluation and more than half the promoted and unpromoted secondary staff made this claim. This could be a factor of size with the usually larger secondary schools staff not being as well informed as staff in the normally smaller primary schools. Whilst there was little difference in the primary and secondary sectors between promoted and unpromoted staff some differences emerged between the faculties. Within the secondary school faculties fewer faculty P & S staff perceived there was "no system" whilst more of faculty S & T respondents claimed there was not a system. This appears to be related to level of promotion with more promoted staff in faculties P & S and S & T saying there is "no system". The major difference in knowledge seems to be between primary and secondary schools and this is possibly due to size and complexity of the institution. The smaller primary schools appear to be more effective in providing opportunities for staff to discuss school aims and to reach a level of agreement. However they do not have the departmental structure of the secondary school which is possibly the cause of less effective communication across the school and less attention to whole school policy on curricular issues and methods of communication.

"Exams/tests" did not receive a large amount of support although they were slightly more popular with the secondary staff especially the women and principal teachers but the faculty structure revealed nothing of special note. This evidence is surprising as examination results might well have been perceived to be a method of evaluation chosen by the secondary school because they are so readily available. However few schools appear to use this as a mechanism.

"Staff meetings" were chosen by more promoted and unpromoted primary staff probably reflecting greater use of them in the primary sector as the primary schools appear to have more discussion about school policy and some seem to attempt to achieve consensus in their decision making. "Staff meetings" receive more support from the women probably reflecting support from the primary sector as more women are employed in this sector. There was very little support for "staff meetings" in any of the faculties in the secondary sector indicating that they are not an effective form of evaluation in the secondary sector. This may be a reflection of

size and the influence of the subject department. "Study groups" received a similar level of support in the same sectors. However meetings in the department did not emerge as a method of evaluation and whilst the department may indirectly reduce the effectiveness of the staff meeting in the secondary school it does not appear to provide a mechanism for evaluation.

There was not much support for "appraisal" from either primary or secondary respondents. In the secondary sector a little more support was apparent probably related to assessing examination results but no special trend was apparent in relation to being promoted. This was not surprising with the current feelings in the profession about appraisal and the absence of any clear direction from the S.E.D. and the education authority. It is possible that schools have a variety of informal arrangements for evaluation but as they are not yet formalised staff are not always clear about them. "Staff meetings" appear to be perceived as the most effective form of evaluation in the primary school whilst "exams/test" receive most support from respondents in the secondary sector but this is still small by comparison with the support for "staff meetings" amongst primary respondents.

Although some staff are attempting to develop methods of evaluation there is no statutory requirement for this to happen but it cannot be long before this is required by government as we move quickly towards national curricular guidelines and appraisal.

6.5 Summary of the Chapter Interpretation

In relation to the aims of the school over a third of all interviewees perceived these to be concerned with the total development of the child. This could be viewed as a genuine commitment to a broad liberal education or it could be interpreted as an easy way of escaping from the real issues. Perhaps the former view is what teachers really believe as there is some support for this when comparing primary and secondary respondents with the former being more committed to a broad educational perspective. It could also be the result of schools not having detailed statements of aims but rather more general statements. When reading some examples of statements

in schools where the research was undertaken this lack of detail in aims was apparent.

A quarter of the interviewees did not know the aims of their school, with more support for this view in the secondary school irrespective of gender or promotion, possibly a reflection of the size of the school and the departmental structure. There is a tendency for women to be less clear about the school aims which might be related to fewer women being in promoted posts and not involved in the management system.

There was not much support for specific academic and social aims although in the secondary sector there was a slight indication of more support for academic aims and some unpromoted women in the primary school tended to support social aims. There was not a particularly strong view emerging from any one of the secondary faculties. It is surprising that the academic aims did not feature more strongly in the secondary schools where there is a greater emphasis on the academic curriculum due to examination pressures.

Almost two thirds of the staff knew there was some statement of aims and promoted staff were more likely than unpromoted staff to support this statement probably reflecting a greater degree of involvement of promoted staff in the management of the school. There was not a large difference in perception between primary and secondary promoted and unpromoted respondents. Primary men tended to be more aware of a statement of school aims and this may be related to being promoted. Unpromoted secondary staff were less aware of a statement but male staff were more aware tending to indicate that more men were promoted. Women in both primary and secondary schools tended to be less aware than men of a statement of school aims which appears to be related to women being less likely to be promoted and thus not involved in the management system of the school.

Approximately a third of staff were not sure how the school aims had been decided which links with a previous statement where a similar number of staff were not aware of a school statement of aims. More female staff in the secondary school were unaware of the mechanism for deciding policy which is probably related to them being less likely to be promoted. It also seems to indicate a lack of consultation and

team involvement in deciding school aims.

The evidence for the use of committees in deciding aims was a little confusing but appears to indicate greater use of such a structure in the primary school reflecting a more consensus orientated approach whilst in the secondary sector only men tended to give more support to the use of committees. The latter view was certainly in evidence in faculty S & T which is probably an indication of the involvement of the department in deciding aims. Relatively few staff perceived their own headteacher or senior management team to be responsible for formulating policy and of course a large number did not know. Men tended to be more likely than women to perceive the head as decision maker especially in the secondary school which is probably related to being promoted and seeing the system operating. Primary and secondary staff appeared to perceive the involvement of the senior management team at about the same level despite the apparent lower level of involvement of such teams in the primary sector. Fewer unpromoted respondents in faculties P & S and S & T perceived the head to be the decision maker for school policy.

Over half of the promoted and unpromoted staff did not perceive evaluation to be an activity undertaken in their school, a view expressed by more of the men, especially in the secondary school. Primary school staff were more inclined to be aware of a system of evaluation in their school which could be related to more effective communication in the primary school. Examinations and tests did not receive much support in terms of evaluating the school whilst "staff meetings" and "study groups" proved to be popular with the promoted and unpromoted primary staff but this was not apparent in the secondary sector. "Appraisal" was not perceived by primary and secondary interviewees to be a particularly common method of evaluation in their school which could be related to current negative attitudes and limited involvement.

It is surprising and a cause for concern that a sizeable proportion of staff did not know the school aims and were unsure how they had been decided. At least half the school staff did not perceive an evaluation process in their school although there are probably informal arrangements which operate. Women do not appear to have the same level of involvement as men in decision making in schools which is related to

their position in the promoted structure and a lack of a team approach when making decisions. The schools appear to operate on a hierarchical basis but this is less likely to be the case in the primary school.

The research reveals a number of general principles in relation to decision making and the school aims. In the first instance participation in decision making leads to familiarity and vice versa, secondly there is a link between gender, promotion and participation in deciding aims. Finally school size is a major factor in enabling staff to be involved in deciding aims and these aims being understood and communicated to most staff.

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CHAPTER 7

Teachers' Understanding of Management Issues, and Perceptions of the Ideal School Manager.

There are four key aspects to this question which are detailed below:-

(i) Perceptions of The Ideal School Manager

This section is concerned with the aspects of a manager's style which research has identified as covering two key issues, the interpersonal skills and approaches to communication with staff and individuals plus the task functions of the manager, including for example, planning, setting standards, monitoring progress and evaluating. Adair (1), and Halpin (2).

(ii) Comparisons with Business

Here comparisons are made between school management and business management, whilst the former is perceived to be concerned with providing a service to people without a defined product the latter is usually perceived to be product orientated where outcomes can be easily measured.

(iii) Management Training of Teachers

It is a fact that there has only recently been a concerted effort at national level to train teachers to be managers with much of this training being focused on senior management staff like headteachers, deputies and assistant heads. It thus seems likely that there will be a range of management skills amongst staff in the teaching profession from those who are well trained to others with little or no experience.

(iv) Perceived Personal Management Role

There is a debate amongst some individuals in the teaching profession concerning the management role of teachers. Some teachers appear to see themselves as managers whilst others set themselves apart wanting nothing to do with the management role which they perceive does not have relevance to teaching.

7.1 Perception of The Ideal School Manager

Respondents were asked to define the ways in which an ideal manager operates in the school context. The views emerging from the qualitative data included aspects related to relationships, interpersonal skills and those concerned with planning, structure and evaluation. It was possible from the responses to develop four main categories of orientation, interpersonal, a balance of interpersonal and task, task and 'other' for those who could not be easily categorised.

A) Analysis of all Data

Slightly more than half the respondents preferred a manager who was interpersonally orientated and almost the same proportion preferred one who had a balanced orientation including both interpersonal and task aspects.

Table 51

Category	Total No	%
Interpersonal	103	51
Task/Interpersonal	94	47
Task	03	02
Other	00	00
Total	200	

Those who preferred the interpersonally orientated manager expressed preferences for a manager who could be, "...open with staff, mix well, see themselves as part of a team, be involved in day to day activities", (unp). Whilst others considered it was

important to be,"..able to communicate, have clarity of purpose and a sensitivity to people and stamina", (dht) and consultation was believed by others to be valuable in a manager, "Undertakes genuine consultation, gives praise and is aware of the practical problems", (unp). Leadership and co ordination were perceived by others to be the skills they wanted in their managers, "Human relations are important, need to be seen as a leader, as someone the staff like and will respond to", (prob) and others wanted, "support, delegation and openness", (aht). An ability to be democratic and with appropriate training was also identified, "Should manage in a non aggressive way and there should be a large amount of democracy involved. I would expect management training and skills", (unp).

Those who preferred managers with a balanced orientation perceived them consulting, communicating, deciding and organising. One respondent expected a manager who, "Consults, values staff, knows your ability, effective administrator, protects and supports you", (unp). Whilst another commented, "Prepared to listen - and to make a decision even if it makes him unpopular", (aht). The manager was seen as the organiser and leader by some interviewees, "Good organiser, leader of staff and makes the best of the staff", (pt). Others mentioned support and an effective organisation. "Efficient, supportive and makes the best use of staff and pupils", (pt). Some respondents wanted a manager with, "..personality and charisma, should be strong and be seen to take difficult decisions", (aht)

Few respondents preferred managers who were task orientated. This was perceived to be, "Faultless at administration, good at problem solving and planning, will not baulk at difficult decisions", (aht).

Most of the respondents preferred a manager who was either interpersonally or interpersonally and task orientated, very few staff chose a manager who was only task orientated. This choice is perhaps not surprising in a profession which is concerned with developing students partly through personal relationships, although it might have been expected that more staff would have chosen the task especially in the subject areas which are not normally perceived to be particularly concerned with people but more with the task, like science and maths for example. The analyses

by promoted/unpromoted post, gender, and primary/secondary school revealed similar perceptions.

E) Analysis by Subject in the Secondary School

There were more faculty P & S respondents who preferred managers who were interpersonally orientated but fewer in faculty S & T whilst faculty A & L respondents gave the lowest response to this category. More respondents in faculty A & L preferred a manager with a balanced orientation and the lowest response was from faculty P & S. There was no strong preference shown for task orientated managers.

Table 52

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Interpersonal	17	43	20	60	31	54
Task/Interpersonal	22	56	11	33	24	42
Task	00	00	01	03	02	04
Other	00	00	01	03	00	00
Total	39		33		57 (129)	

The evidence is reviewed under the faculty headings used in previous chapters. Somewhat less than half the faculty A & L respondents preferred managers who were strong in their interpersonal orientation. This type of manager should, "...be accessible and listen and aware of the strengths of staff", (unp), whilst others preferred a manager who, "Consults, is well organised, ensures feedback, is lively and reliable", (unp). Two thirds of respondents in faculty P & S preferred managers with communication skills and the ability to be sensitive to staff needs for example, "Communicator and works with the staff to achieve agreement - takes an interest in the staff", (unp). Other respondents expected the manager, "Should manage in a non-aggressive way and there should be a large amount of democracy. I would expect management training and skills", (unp). Over half the respondents in faculty S & T

preferred managers with the ability to, "Provide support, give leadership and advise staff", (unp), plus being, "An efficient communicator, able to deal with people and support members of staff", (unp)

Over half the faculty A & L respondents chose managers who had strengths in both task/interpersonal skills. This type of manager, "Gives clear instructions, involves all the staff in consultation, should be aware of what is possible in the classroom", (unp) and has, "Sensitivity and rapport with staff, knows staff, efficient paper work and organisation", (pt). A third of respondents in faculty P & S preferred managers who were more inclined to balance task and interpersonal aspects, "Prepared to listen and to make a decision even if it makes him unpopular - firm but fair", (aht). Under half of respondents in faculty S & T chose managers with an ability to be, "Decisive, consults, delegates, able to support and express warmth and generally oil the wheels", (pt).

Those who chose task orientated managers were small in number.

F) Analysis by Promoted Post/Gender

Slightly more promoted women respondents chose interpersonal orientation and fewer unpromoted men made this choice. Fewer promoted women opted for managers who had task/interpersonal orientation.

Table 53

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Interpersonal	28	50	25	61	13	45	37	50
Task/Interpersonal	27	48	15	37	13	45	37	50
Task	00	00	01	02	02	07	00	00
Other	01	02	00	00	00	00	00	00
Total	56		41		29		74 (200)	

In relation to the "interpersonal" category the only group which stood out as different was promoted women with nearly two thirds choosing this category. Some respondents perceived a need for the manager to be, "...approachable, positive and not over delegate, shouldn't seek popularity", (pt) or as a, "...leader of staff helping to co ordinate", (ht).

Most staff preferred managers who were strong in their interpersonal or interpersonal and task orientation. Promoted women had a stronger preference for managers who were strong in the interpersonal area which is possibly due to women being more 'people' orientated than the men. The analyses by school/gender and promoted post/school did not reveal differences in perception. (See tables 7.1A & 7.2A in the Appendix.)

1) Analysis by Faculty/Promoted Post

Faculty P & S respondents gave more support to the interpersonally orientated manager, but less to the more balanced management style. There was virtually no support for being task orientated from any of the faculties.

Table 54

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Interpersonal	12	52	05	31	13	65	07	54	15	50	15	56
Task/Interpers	11	48	11	69	05	25	06	46	15	50	10	37
Task	00	00	00	00	01	05	00	00	00	00	02	07
Other	00	00	00	00	01	05	00	00	00	00	00	00
Total	23		16		20		13		30		27	
	(129)											

Just over half of promoted respondents in faculty A & L chose managers who were strong in the interpersonal area of behaviour, whilst a majority of the promoted staff in faculty P & S made this choice emphasising, "The ball game is communication

and interpersonal skills", (dht). Fewer promoted respondents in faculty S & T perceived the manager should be someone who, "Explains what is proposed and selects those most suitable for the job - takes a close interest in individuals to see what they aspire towards", (pt).

Under a third of unpromoted staff in faculty A & L chose the interpersonally orientated manager. But a larger group of the unpromoted respondents in faculty P & S perceived their manager as a, "Communicator and works with the staff to achieve agreement-takes an interest in the staff", (unp), and a similar sized group of unpromoted respondents in faculty S & T made the same choice.

Under a half of promoted respondents in faculty A & L perceived their managers to operate in a balanced manner. They emphasised, "Sensitivity and rapport with staff-knows the staff-efficient paper work and organised", (pt), and fewer respondents in faculty P & S perceived a balanced approach to management. Rather more of the promoted respondents in faculty S & T chose balance and over two thirds of the unpromoted staff in faculty A & L wanted a manager who would, "Give clear instructions-involve the staff in consultation-should be aware of what is possible in the classroom", (unp), and a smaller group of the unpromoted staff in faculties P & S and S & T wanted a manager with a balanced approach.

Less than a tenth of respondents chose task orientated managers as their ideal manager.

Respondents chose either interpersonal or interpersonal and task orientation whilst very few staff perceived their ideal manager being only task orientated. Promoted staff in faculties A & L and P & S preferred their manager to be interpersonally orientated whilst the unpromoted staff had a stronger preference for interpersonal and task. This may be because the unpromoted staff wanted help with direction whilst the promoted staff preferred to make their own decisions. Both promoted and unpromoted respondents in faculty S & T preferred similar types of managers with a more equal distribution between interpersonal and interpersonal and task approaches.

J) Analysis by Faculty/Gender

More women chose interpersonal orientation and more men chose the interpersonal and task category.

Table 55

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Interpersonal	06	40	12	50	10	56	10	67	18	50	12	57
Task/Interpersonal	09	60	12	50	07	39	04	27	16	44	09	43
Task	00	00	00	00	00	00	01	07	26	06	00	00
Other	00	00	00	00	01	07	00	00	00	00	00	00
Total	15		24		18		15		36		21	
	(129)											

Over a third of men in faculty A & L wanted a manager who was interpersonally orientated and over half the men in faculty P & S perceived this choice whilst slightly fewer male respondents in faculty S & T perceived their perfect manager to be someone who, "Helps to find resources-gives feedback-gives help in the classroom", (unp).

There were more women who chose the interpersonally orientated manger with half in faculty A & L wanting their manager to have, "...rapport with others-decisive-consistent and with a consultative approach", (unp), whilst only a third of the women in faculty P & S chose a manager who was, "A capable administrator with the ability to plan and problem solve", (aht). Over half the women respondents in faculty S & T wished their manager to be, "Someone who knows the staff and school well-consults-is approachable and does not distance themselves from the staff and pupils", (aht).

Nearly a third of male respondents in faculty A & L chose a balanced manager and slightly more male respondents in faculty P & S made this choice. Rather more male faculty S & T respondents perceived their manager having, "Clear aims which are

relevant-regularly assesses progress with a means of measuring, competent at involving staff and pupils", (unp). Half the women respondents in faculty A & L expected a good manager to be, "...good organiser-delegates-has a feeling for the staff and consults-knows what is going on in the school", (pt) but considerably fewer women in faculty P & S made this choice. Rather more women in faculty S & T chose the balanced manager some wanting, for example, "Clearly defined aims-ability to obtain the necessary resources-be part of the team-able to assess where the problems lie-more of an adviser", (unp). Female staff in all the faculties showed more support for interpersonal orientation than the men which may be related to women being more 'people' orientated than the men. It could also indicate that women are more prepared to define their own tasks and do not perceive a need for this to be dictated. On the other hand it could be argued that the women are not concerned about the task only the people. There was very little support from either men or women for task orientated managers.

Summary of Interpretation

The majority of the respondents preferred a manager who was either interpersonally or interpersonally and task orientated with very few choosing one who was task orientated. This choice probably relates to the fact that staff are working in the field of developing students, one which is very concerned with interpersonal activity.

Promoted staff tended to prefer managers who were interpersonally orientated whilst unpromoted staff chose those who were interpersonally and task orientated. This may be because the unpromoted staff wanted some direction rather than being left to make their own decisions. Promoted and unpromoted women tended to prefer a manager who was more interpersonally orientated.

The differences between primary and secondary staff were negligible despite differences of size, focus etc. However in the secondary sector the faculty P & S respondents stood out as being different preferring a manager who was strong in the interpersonal area probably due to being more concerned about personal and social issues and the 'people' side of the enterprise. Promoted staff in faculties A & L and P

& S had a stronger preference for their manager to be interpersonally orientated whilst unpromoted staff chose interpersonal and task orientation. Female staff in all the faculties tended to chose managers with an interpersonal orientation perhaps indicating a stronger 'people' view of management

There was little support for managers with only task orientation from any categories of respondents. This indicates a strong concern with people rather than the task.

7.2 Perceptions of Differences Between School and Business Management

Interviewees were asked what differences and similarities they perceived between schools and business management. The qualitative data showed many respondents did not know enough to make a judgement and they were categorised as "don't know", some respondents saw the issue as "people v profit" where the emphasis was on being people orientated or concerned with products and profit, whilst others identified "accountability" as the key concern emphasising businesses may have a different accountability than schools. Finally those interviewees who could not be easily categorised were classed in the "other" category.

A) Analysis of all Data

The evidence proved to be very difficult to categorise and over three quarters of the respondents were in the 'don't know' or 'other' groupings.

Table 56

Category	Total No	%
Don't Know	40	20
People v Profit	23	12
Accountability	17	09
Other	120	60
Total	200	

Those who did not know if there were any differences between schools and the business world usually said this was due to their own limited experience of businesses. Approximately a fifth of respondents indicated they had no experience of the business world despite schools now having industry links, exchange schemes and T.V.E.I. in the secondary sector for example, "...I've never worked in a business", (unp), and in another case, "No experience of this", (pt). Others were able to draw comparisons on the basis of "profit versus people", for example, "Schools are about developing people not profit", (dht), whilst one pointed out, "You cannot run a school in the same way as a business because you are concerned with people - I think we are more like a hospital", (aht) and others emphasised the similarities and differences, "I see some similarities in the organisations but business is more concerned with finance, target setting and appraisal", (pt).

Those who perceived accountability as an issue suggested, "There are some similarities but business is more financially accountable and less socially so", (prob) and some similarities were identified, "Businesses are probably more accountable but in the everyday running there are many similarities as both require man management", (unp).

The large number of respondents who could not be easily categorised expressed, a variety of views, "There are similarities and differences. I feel managers are better trained in business", (unp), and one respondent perceived, "My experience in business was that you were more respected and valued and seen as a member of a team", (unp). whilst the efficiency of business was identified by some, "...they are run in similar ways, businesses are sharper and more disciplined", (unp). The analyses by promoted post/unpromoted post, and gender revealed no major differences. (See tables 7.2A & 7.3A in the appendix)

D) Analysis by Primary/Secondary School

Approximately a fifth of respondents were classed as "don't know". and a similar percentage of primary respondents saw the issues as, "people v profit", with under a

tenth of secondary interviewees making this choice. Few primary school respondents chose "accountability" but over a tenth of secondary respondents chose this category.

Table 57

Category	Primary		Secondary	
	no	%	no	%
Don't Know	14	20	28	22
People v Profit	12	17	11	08
Accountability	03	04	15	12
Other	42	59	75	58
Total	71		129	(200)

A similar number of primary and secondary respondents did not know of any difference between schools and business. These respondents perceived they had, "...never worked in business. I don't think it is possible to compare", (unp). Approximately the same number of secondary school staff did not know indicating they had, ".. not much experience", (unp).

More primary respondents chose "people versus profit", nearly a fifth making this choice, and under a tenth of secondary respondents opted for this category. This is probably an indication of primary teachers being more concerned with the people side of the enterprise whilst secondary staff are more concerned with subjects and external criteria. Those in the primary school who perceived that issues were related to profit or people considered that schools, "...are concerned with people but the running of the organisation is the same", (ht). However another respondents claimed, "I don't think you can manage a school like a business which is more involved with money than people", (unp). Whilst in the secondary school fewer respondents perceived the issues as people or profit and their views were similar to the primary sector.

In relation to accountability there were few primary staff choosing this category whilst just over a tenth of secondary staff made this choice. This perhaps shows a slightly greater concern in the secondary sector with accountability, perhaps a reflection of examination pressures. The few primary respondents who perceived

"accountability" as an issue considered that business could measure progress more easily because, "Business is more accountable because of the profit motive", (ht). Whilst there were slightly more in the secondary sector who took this view perceiving, "There are similarities but businesses are more financially accountable and less socially so", (prob)

A large number of both primary and secondary respondents were difficult to categorise which reflects the wide range of opinions on this topic. Some respondents perceived, "Schools and business seem a world apart - industrial relations are better in business", (unp). Whilst others felt all organisations are the same, "I think management is the same whatever the organisation", (dht). The secondary schools will be dealt with in detail in the next section.

E) Analysis by Subject in the Secondary School

The only issue which showed any difference of perception was that of "people versus profit".

Table 58

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Don't Know	10	25	07	21	11	19
People v Profit	02	05	06	18	03	05
Accountability	03	08	04	12	08	14
Other	24	61	16	49	35	61
Total	39		33		57	(129)

To assist the review of evidence the sector is grouped according to the faculty headings used in previous chapters.

Only a small proportion of respondents in faculty A & L perceived "people v profit" as an issue which was worthy of comment. Some found it difficult to compare the two,

"...I think schools are more concerned with welfare of the children rather than profit", (dht). Faculty P & S had the highest number of respondents who chose this category perhaps indicating greater concern for people than the other categories, for example, "A big difference is that schools are developing people and businesses a product", (dht). This could be expected in a faculty which had staff with a responsibility for personal and social development . A small number of respondents in faculty S & T considered "people v profit" was important with a strong emphasis on the people aspect of the enterprise, "I think there are huge differences, schools are people orientated whilst businesses are concerned with products", (unp).

H) Analysis by Promoted Post/School

More primary staff chose "people versus profit" and more secondary staff chose "accountability" but the numbers were not large in either case whilst a large number of respondents could not be categorised.

Table 61

Category	Primary Prom		Unp		Secondary Prom		Unp	
	no	%	no	%	no	%	no	%
Don't Know	01	04	13	28	19	26	07	13
People v Profit	05	21	07	15	06	08	05	09
Accountability	02	08	01	02	09	12	06	11
Other	16	67	26	55	39	53	38	68
Total	24		47		73		56 (200)	

Just over a quarter of unpromoted primary staff were unable to comment on the differences because they knew, "...so little about business life", (unp). A similar number of promoted secondary staff did not, "...have sufficient experience", (pt) but only a few unpromoted secondary staff were unable to express a view. The research evidence does not give any specific indication why a similar number of unpromoted primary and promoted secondary staff did not the difference between schools and

businesses. It is only possible to hypothesise that both groups of staff lack experience of business because they are either older women as in the case of the primary school or older men and women in the case of the secondary school, lacking any recent experience of working in the business sector.

"People versus profit" was supported by a fifth of promoted primary staff and slightly fewer unpromoted respondents. One respondent observed, "Schools are concerned with people but the running of the organisation is the same", (ht). Under a tenth of promoted and unpromoted secondary respondents chose the category.

Very few primary respondents chose "accountability" but there were rather more making this choice in the secondary sector for example, "Schools have to be run like businesses and have to be able to accept criticism", (pt).

A larger number of staff could not be easily categorised with two thirds of promoted primary staff being in this category. Some perceiving, "Staff lack training opportunities in education but in business they are better", (aht) and fewer unpromoted primary staff could not be categorised. Just over half the promoted secondary staff could not be categorised; one respondent pointed out that, "Heads are hogtied by outside agencies and curriculum committees - less room for manoeuvre in the education service", (pt), others saw, "many differences but probably greater similarity between independent schools and business", (pt). A large number of unpromoted secondary staff could not be categorised one respondent observed, "Schools are different - I think the management team could learn from business - teachers need training in this area", (unp.)

l) Analysis by Faculty/Promoted Post

Promoted staff were less likely to be able to identify differences between business and schools as was noted in the previous analysis. The faculty P & S staff were more likely to choose "people versus profit"

Table 62

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Don't Know	05	22	03	19	06	30	01	08	08	27	03	11
People v Profit	02	08	00	00	03	15	03	23	01	03	02	07
Accountability	01	04	02	13	03	15	01	08	05	17	03	11
Other	15	65	11	69	08	40	08	62	16	53	19	70
Total	23		16		20		13		30		27 (129)	

To assist the review of evidence the sector is grouped according to the faculty headings used in previous chapters.

A similar number of promoted and unpromoted respondents in faculty A & L were classified in the "don't know" category being unable to comment due to lack of experience of business. More promoted respondents in faculties P & S and S & T did not know of any difference whilst fewer unpromoted staff in both faculties lacked experience of business.

Very few promoted and unpromoted staff in faculty A & L chose the category "people versus profit". Nearly a fifth of promoted and unpromoted respondents in faculty P & S chose this category, claiming, "...schools are developing people and businesses a product", (dht). Hardly any promoted and unpromoted staff in faculty S & T chose "people versus profit".

The response to "accountability" was rather mixed with promoted and unpromoted staff in faculty A & L not expressing a strong interest in the category whilst more promoted staff in faculty P & S chose "accountability" but fewer unpromoted staff perceived, "business is more financially accountable and less socially so", (prob). A similar number of promoted and unpromoted staff in faculty S & T chose "accountability".

Two thirds of promoted and unpromoted staff in faculty A & L were difficult to categorise. Fewer promoted staff in faculty P & S could not be categorised, but a large number of unpromoted staff were difficult to categorised. Here it was perceived, "Businesses seem to be more efficient than schools because of the competitive climate", (unp). There were fewer promoted respondents in faculty S & T who could not be easily categorised and a large number of unpromoted respondents

Promoted staff in all faculties were less likely to know how schools differed from business which was usually because of lack of experience. Perhaps unpromoted staff felt they had more experience of the business world, may be through part time work or contact with friends. More respondents in faculty P & S considered differences between schools and business were related to the issue of "people and profit" and this might be expected in a faculty which is concerned with personal and social development. "Accountability" did not show any consistent pattern of differences whilst many respondents were difficult to classify.

J) Analysis by Faculty/Gender

The two issues which showed any major difference of perception were those of "don't know" and "people versus profit".

Table 63

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Don't Know	03	20	05	21	05	28	02	13	10	28	01	05
People v Profit	02	13	00	00	03	17	03	20	01	03	02	10
Accountability	01	07	28	08	02	11	02	13	05	14	03	14
Other	09	60	17	71	08	44	08	53	20	56	15	71
Total	15		24		18		15		36		21	

(129)

A fifth of men and women in faculty A & L did not know of any differences between

schools and businesses and more men but fewer women expressed this view in faculty P & S because they knew, "...very little about business life", (unp). Nearly a third of men in faculty S & T did not know of differences but thought the business approach might be, "...more authoritarian", (pt) and considerably fewer women did not know of any differences because their, "...knowledge is limited", (unp).

Very little new evidence emerged in relation to "people versus profit". and whilst more respondents in faculty P & S made this choice the numbers were very small.

A large number of respondents in all the faculties could not be easily categorised, one respondent mentioned the effect of organisations outside education, "Heads are limited by the influence of agencies outside the school for example on discipline and the curriculum ", (pt). and another view, "My knowledge of business is limited. I think personnel management is more available in business", (aht).

It proved difficult to distinguish patterns from the categories with the only category where differences were more obvious being "people versus profit" where the staff in faculty P & S identified this as of particular interest. This perhaps reflects a concern with people because of an involvement in personal and social education.

Summary of Interpretation

The responses were very difficult to categorise and most of the respondents were either in the category "don't know" or "other". This is probably because many staff were unclear about how businesses were run and found it quite difficult to compare with schools. Slightly more of the promoted staff saw the issue of accountability as of more significance probably because they are more involved in this process and thus more aware.

There were very slight differences between the sexes. In the primary sector both men and women were more concerned about the category of "people versus profit" seeing schools to be more people orientated whilst secondary staff of both sexes were

a little more concerned about the issue of accountability which may be due to examination pressures in the secondary sector. There was a tendency for faculty P & S men and women to be more concerned about the 'people' side of the enterprise due no doubt to their involvement with personal and social development. Promoted and unpromoted women in the secondary school tended to be more aware of the 'people' side of the enterprise.

Surprisingly promoted staff appeared to be less likely to have an opinion about any difference between schools and businesses. This could be because they have been involved in schools for longer than unpromoted staff who may have some more recent personal experience of businesses.

7.3 Perceptions of Management Training of Teachers

Interviewees were asked to comment on any management training courses which they had attended.

The following responses were identified from the qualitative data. Some respondents had not attended any courses and were categorised under "none", others who had attended one or two courses were classed under "few", whilst the remainder had attended two or more courses and were classed under "many".

A) Analysis of the Data

The evidence showed a majority having attended no courses, nor read any material, a fifth a few and a small proportion having attended a number of courses

Table 64

Category	Total No	%
None	154	77
Few	39	20
Many	07	04
Total	200	

Almost three quarters of respondents had attended no courses at all but perceived the need for more opportunities in management training. For example in one school an interviewee commented, "I would like to use the courses run by the Region but they don't cover the issues which are important, e.g. interview skills, financial management", (dht). Many observed they had not attended any courses, ".. but I wish I had the chance", (aht) and a head of department's view, "None - I don't think the Region is good at training people above their current level", (pt). A teacher wanting career development would like to see, "..more courses and these should be open to teachers who wish to apply for promotion", (unp).

Respondents who were categorised as having attended a few courses had often done management training as part of another course or their experience was limited to only one or two courses. One senior member of staff observed, "I've attended courses but I've not found I can identify with them", (ht). Other staff had achieved some personal development through, "..some reading and now we have some courses in school", (pt), or in a previous post in industry, "Snipits whilst at Ethicon and we've had a one day course done by Marks and Spencer on personnel issues", (unp) and also, "..in the army but nothing in the education service", (unp). One respondent had attended the, "Diploma in Professional Studies in Education which included management - I hope this research will lead to more courses in management", (aht).

The few who had attended a number of training courses made the following kind of comments, "Before I did this job I went on a course and I've been on a number of courses at Moray House", (aht) and another interviewee had, "..done many courses for assistant heads and deputes", (aht).

The majority of staff had not attended any courses of training nor had they done any

reading. A few had attended a variety of courses some through the education service and others which had been run by industry. The respondents who had attended "many" courses were very few in number and the majority who had were promoted staff. The picture which emerges is one of a poorly trained work force in terms of its skills to manage.

B) Analysis of Promoted and Unpromoted Respondents

Significant differences occurred in all categories with more promoted respondents having received management training than those who were unpromoted.

Table 65

Category	Prom		Unp	
	no	%	no	%
None	62	64	92	89
Few	28	29	11	11
Many	07	07	00	00
Total	97		103	(200)

A large number of promoted respondents had not attended any courses but many more of the unpromoted staff were in this category which is to be expected when the general level of attendance is so low. A third of head teachers and deputes had not attended any courses. One respondent expressed regret about his none attendance, "...I should have been - I would advise young staff to attend such courses", (dht). Another mentioned they had, "...gained experience through my work with COSLA and the SED", (ht). Half of the assistant heads had not attended any course nor read, for example, in one instance, "I've had no specific training for my job in terms of office administration and personnel management", (aht).

Three quarters of the principal and assistant principal teachers had not been on any courses. However it was pointed out that, "...this is an area which needs attention - promotion is too related to teaching ability", (pt).

Nearly ninety percent of unpromoted staff had not attended any courses but some thought, "...it would be a good thing but there are not enough opportunities", (unp)

and others observed, "...there is not enough organisational training available for staff", (unp).

Some unpromoted respondents had attended a few courses but many more promoted staff claimed to have attended a few courses. Well over a third of heads and deputies had attended a few courses. "...I've been on a Regional course which was a waste of time", (ht). Whilst another respondent had, "...been on a one month course at Moray House and a number of day courses", (dht). Rather more assistant heads had attended a few courses, for example, use had been made of an opportunity on, "...a Scottish Centre course at Moray House", (aht). A fifth of principal and assistant principal teachers had attended a few courses. One identified a course on, "...aspects of secondary management at Moray House and one on timetabling", (pt). Just over a tenth of unpromoted staff had attended a few courses but these were usually outside the school context.

Only staff above principal teacher had attended a large number of courses this included a quarter of heads and deputies with some claiming to have been, "...on several courses at Moray House", (dht). Under a tenth of assistant heads had attended many courses, but no principal teachers nor assistant principal teachers and none of the unpromoted teachers. The analysis by gender did not reveal any major differences in the participation of men and women nor did the analysis of primary and secondary schools reveal any major difference between the two sectors.

E) Analysis by Subject in the Secondary School

Most interviewees had not attended any courses; the largest number being in faculty A & L and only a small number of respondents from faculty A & L had attended a few courses but more than twice as many had done so in the other faculties. The evidence for "many" courses is similar for all the faculties indicating few respondents in the category.

Table 66

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
None	35	90	24	73	40	70
Few	03	08	07	21	16	28
Many	01	03	02	06	01	02
Total	39		33		57 (129)	

The majority of respondents in faculty A & L had not attended any courses. One promoted teacher observed, "...I wish I had I feel all heads should have been on management training courses", (pt). Some of those who had not attended courses in faculty P & S suggested that more opportunities should be available, "...I think it would be a good thing but there aren't enough opportunities", (unp). One respondents in faculty S & T who had not attended any courses had gained experience elsewhere, "...none but experienced through voluntary work", (unp).

Respondents in faculty A & L had attended fewer courses than any other faculty members. This may be due to a lack of interest or opportunity for management courses or a view that they do not really contribute anything of value to the teacher. Faculty P & S respondents who had attended a few courses had, in some cases, "done several through Lothian Region", (pt), or had done, for example, "....a one week residential course which was good", (aht). Respondents in faculty S & T who had attended a few courses had sometimes used local opportunities, "...on secondary management at Moray House and one on timetabling", (pt) and in another case, "...a one week course for technical and science teachers", (pt).

F) Analysis by Promoted Post/Gender

More promoted staff had attended courses.

Table 67

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
None	36	64	26	64	25	86	67	91
Few	15	27	13	32	04	14	07	10
Many	05	09	02	05	00	00	00	00
Total	56		41		29		74	
							(200)	

Nearly two thirds of the promoted men and women had not attended any courses but felt it was important for more opportunities to be available. There were indications this was starting to occur, "Staff development is beginning to address issues of management", (pt) and another respondent held similar views, "...I feel it is important. I think training should be given to potential managers", (pt). The majority of unpromoted men and women had not attended any courses but they felt the opportunities should be provided, "...there should be more courses in education for management training", (unp).

Over a quarter of promoted men and women had attended a few courses. One respondents experience had been, "At Moray House and in Mid Lothian", (pt) but only a tenth of unpromoted men and women had attended a few courses. One of the men had done this in industry, "...when I worked at ICI", (unp), whilst one of the women interviewees had attended a local college of education, "...on a Moray House course in management. I think all staff need training in how to handle people", (unp).

Few promoted men and women had attended many courses but no unpromoted men or women had done this.

A large proportion of respondents had no training in management, nearly two thirds of respondents in the case of promoted staff but much higher for the unpromoted ones. The analysis by school/gender did not reveal any major differences between the two variables. (See table 7.6A in the Appendix.)

H) Analysis by Promoted Post/School

When comparing primary and secondary schools and promoted and unpromoted staff some differences are apparent with primary promoted staff having received more training in management.

Table 68

Category	Primary				Secondary			
	Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%
None	11	46	44	94	51	70	48	86
Few	10	42	03	06	19	26	08	14
Many	03	13	00	00	03	04	00	00
Total	24		47		73		56	
	(200)							

Just under half promoted primary respondents had not attended any courses. These respondents felt that there should be more opportunities for staff to be trained in management. One respondent, "...applied but I couldn't get on, I hope to in the future", (aht). Many more unpromoted primary respondents had not attended any courses but there was an indication of a desire to do this, "...there should be more courses in education to prepare you for management", (unp). Nearly three quarters of promoted secondary respondents had not attended any courses, for example, "...I have applied but I couldn't get on I hope to do so in the future", (aht). Well over eighty percent of unpromoted staff in the secondary school had not attended any courses but some felt, "...there could be more courses in education to prepare you for management", (unp).

Over forty percent of promoted staff in the primary school had attended a few courses to prepare themselves for management. One headteacher was, "... doing present headteachers' course and I've been on previous courses", (ht), but under a tenth of unpromoted respondents in the primary school had attended a few courses for example, "...I did at Moray House, an evening course on management in the primary school", (unp). Just over a quarter of promoted respondents in the secondary sector had attended a few courses to enable them to learn about the management process this included a principal teacher who had been on, "...a course on aspects of secondary

management at Moray House and one on timetabling", (pt). Under a fifth of unpromoted respondents had attended a few courses.

Very few respondents were able to say they had attended "many" courses only promoted primary respondents are worthy of note with just over a tenth of these respondents who had attended "many" courses; one interviewees experience, "Before I did this job I went on a course and I've been on a number of courses at Moray House", (aht).

A large number of respondents had not attended any courses but promoted primary respondents had attended more courses than any other group indicating more opportunity or greater interest. The unpromoted staff had attended the least number of courses in both the secondary and primary sectors.

I) Analysis by Faculty/Promoted Post

A large number of staff had not attended any courses but some staff in all faculties had attended a few courses although hardly any staff had attended "many" courses.

Table 69

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Pro		Unpro		Pro		Unp		Pro		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
None	21	88	14	88	12	60	12	92	18	60	22	82
Few	01	04	02	13	06	30	01	08	12	40	05	18
Many	01	04	00	00	02	10	00	00	00	00	00	00
Total	23		16		20		13		30		27	

(1 2 9)

A majority of both promoted and unpromoted staff in faculty A & L had not attended

any courses due to, ".. access to these courses is difficult for anyone other than an assistant head", (pt). Nearly two thirds of promoted respondents in faculty P & S had not attended any courses but there were many more unpromoted respondents who had not. Over ninety percent expressed this view and some thought, "All promoted staff should have the chance to attend management training courses", (unp). Just under two thirds of promoted staff in faculty S & T had not attended any courses but over eighty percent of unpromoted staff were in this category one respondent mentioned he had attended, "..a timetabling course", (unp).

The number of staff in the different faculties who had attended a few courses varied considerably. Under a tenth of promoted staff in faculty A & L were in this category insufficient for useful comparisons but over a tenth of unpromoted respondents were in the category, however this was only two staff and again not sufficient for comparison. More promoted staff in faculty P & S had attended a few courses with almost a third being in this category one respondent had attended, "A few including a one week residential course which was good", (aht), but only one unpromoted respondent had attended a few courses. Forty percent of faculty S & T promoted staff had attended a few courses but many fewer unpromoted staff, only a fifth were in this category, for example, the local college featured, "One run by the Moray House staff a long time ago", (unp).

Virtually no respondents in any faculties had attended "many" courses.

Most respondents had not attended any courses. Promoted respondents tended to have attended more courses than unpromoted ones except in the case of faculty A & L where unpromoted staff had attended rather more courses.

J) Analysis by Faculty/Gender

The largest majority who had not attended any courses was in faculty A & L whilst those claiming to have attended a "few" showed some variations between the faculties. The evidence for "many" showed a number of similarities in the faculties.

Table 70

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
None	14	93	21	88	13	72	11	73	23	64	17	81
Few	00	00	03	13	04	22	03	20	12	33	04	19
Many	01	07	00	00	01	06	01	07	01	03	00	00
Total	15		24		18		15		36		21 (129)	

The majority of male and female respondents had not attended any courses; perhaps the reason is identified by a faculty A & L respondent, ".. access to these courses is difficult for anyone other than a promoted member of staff", (pt).

No male staff in faculty A & L had attended a few courses but just over a tenth of female staff claimed to have done and just over a fifth of male and female staff in faculty P & S had attended a few courses. The highest number of respondents in any faculty who had attended a "few" courses were male staff in faculty S & T, a third of whom had participated in a few courses and just under a fifth of female respondents made this claim, one recalled, "Moray House a long time ago", (unp).

Very few staff in any of the faculties had attended "many" courses.

The majority of respondents had not attended any courses and male respondents in faculty A & L had attended slightly less courses than the women in that faculty whilst male respondents in faculties P & S and S & T had attended rather more courses than the women which may be due to greater opportunity because more men are promoted. Hardly any respondents had attended 'many' courses which indicates the limited amount of management training teachers have received.

Summary of Interpretation

Most staff interviewed had not received any training nor did they mention any reading related to the management role and although more of the promoted staff had attended courses only staff above principal teacher level in the secondary school had attended a large number of courses. Rather more men than women had attended management training courses which is probably related to being promoted.

In the secondary sector respondents in the aesthetic and linguistic faculty had attended fewer courses than other faculty members whilst male respondents in faculty S & T had attended rather more courses than the women.

There were more primary promoted respondents who had attended courses than any other group and this may be related to interest and opportunity but few unpromoted primary staff had received management training.

Male respondents in both primary and secondary schools have received more management training than the women which is likely to have some impact on the promotion prospects of women and may be the result of there being fewer women in promoted posts. Clearly unpromoted staff have not had the same management training opportunities as promoted staff and more of the unpromoted staff are women which may have implications for equal opportunities policy.

As most staff lack management training it is thus not surprising that they often find this aspect quite difficult to understand and to implement. This must lead to problems in the management process which schools need to undertake if they are to operate successfully and results in problems of perception at all levels as there is a lack of agreement about principle.

7.4 Perceived Personal Management Role

Interviewees were asked if they perceived themselves as a manager in their work in school and the three responses of "yes", "no" and "not sure" were identified from the qualitative data.

A) Analysis of All the Data

Almost two thirds of respondents considered themselves to be managers and approximately a quarter did not, whilst less than a tenth were unsure of their role.

Table 71

Category	Total No	%
Yes	128	64
No	55	28
Not Sure	17	09
Total	200	

A majority of the respondents perceived themselves to be a manager, some in relation to the classroom, "because you have to manage your work and the pupils", (unp) and others as a manager of staff, "I've come around to this view over the years", (aht).

Those who did not consider themselves to be a manager formed just over a quarter of the cohort. One interviewee said, "...I regard myself as a teacher of guidance", (pt) and another had aspirations, "I am hoping to be in the future", (unp).

Few respondents were not sure, for example, "I suppose so but I feel like a staff member", (aht)

B) Analysis of Promoted and Unpromoted Respondents

Considerably more promoted staff perceived themselves to have a management role whilst approximately ten percent fewer unpromoted staff perceived themselves to have this function. However more promoted respondents were unsure of their role.

Table 72

Category	Promoted		Unpromoted	
	no	%	no	%
Yes	67	69	61	59
No	17	18	38	37
Not Sure	13	13	04	04
Total	97		103	(200)

A large number of heads and deutes perceived they had a management role. A fairly typical view, "I suppose first and foremost I am a manager as I do little teaching", (dht) and a similar large number of assistant heads considered they were responsible for, "..managing other staff", (aht). There were also many principal and assistant principal teachers who said they had a management role for example, "..I manage the department. I manage a large number of students and organise the exams", (pt). A large number of the unpromoted staff perceived themselves as managers but usually as, "..a classroom manager and I am involved in committees", (unp).

There were no headteachers nor deutes who perceived that they did not have a management role and only a small number of assistant heads did not perceive themselves to be managers. Rather more principal and assistant principal teachers considered they were not managers and claimed, "..I've no ambitions", (pt). Some promoted staff expressed a concern about a perceived role conflict, "..this is a big problem we are teachers not managers", (pt) and more unpromoted staff considered they had no management function, "I have to manage my class but this is not in the same class as management", (unp).

A small number of heads and deutes were unsure for example, "I am not sure manager is the right name", (ht) and rather more assistant heads were not sure if

they were managers because, "...I have limited time for this aspect", (aht). A similar number of principal and assistant principal teachers said they were not sure because, "...it is not a role I am comfortable with I don't like to feel I am manipulating people", (pt). Only a small number of unpromoted staff were unsure of their role and those who were unsure simply stated this to be the case.

It is not surprising that more promoted staff perceived themselves to have a management role but the difference between promoted and unpromoted interviewees is not large. Rather more promoted staff were not sure of their role and more unpromoted staff did not perceive themselves to have any management role. Whilst the unpromoted staff did not have a line management role many considered that they had to perform a general management role especially in relation to their classroom work. The analysis by gender did not show there was any major difference between the sexes nor did the analysis by school sector indicate any major difference between primary and secondary schools. (See tables 7.7A & 7.8A in the Appendix.)

E) Analysis by Subject in the Secondary School

The responses for the first category are fairly similar with rather more faculty P & S respondents claiming they were managers and fewer faculty S & T members perceiving this to be the case.

Table 73

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Yes	27	69	24	73	34	60
No	10	26	09	27	17	30
Not Sure	02	05	00	00	06	11
Total	39		33		57 (129)	

To assist the review of evidence the sector is grouped according to the faculty headings used in previous chapters.

Over two thirds of respondents in faculty A & L perceived they were managers. This was perceived as having to, "... manage the dept, I manage large numbers of students and organise the exams", (pt) and an even larger group of faculty P & S respondents perceived they had a management role which involved them in having to, "...carry a responsibility for policy and work loads", (aht). A slightly smaller group of faculty S & T, respondents perceived a management role for themselves which meant they were required to, "...manage several members of staff", (pt). and in some cases manage the, "...classroom especially in relation to new schemes which are individualised", (unp).

There was a similar response from each faculty from staff who did not see they had a management role whilst very few respondents were unsure about their role.

The evidence shows more faculty P & S members perceived themselves to be managers and fewer faculty S & T members. The quotations indicate the former faculty members perceived themselves being more concerned with managing the department rather than just the classroom. Perhaps faculty S & T members are more inclined to allow their colleagues to adopt their own individual approach rather than to develop a team approach. This may be due to different curricular guidelines having an impact on management style or may reflect a slightly different emphasis to management by faculty S & T teachers.

F) Analysis of Promoted Post/Gender Respondents

Rather more promoted men were unsure about their management role.

Table 74

Category	Promoted				Unpromoted				
	M		F		M		F		
	no	%	no	%	no	%	no	%	
Yes	39	70	28	68	15	52	47	63	
No	07	13	10	24	12	41	26	35	
Not Sure	10	18	03	07	02	07	01	01	
Total	56		41		29		74		(200)

Approximately two thirds of promoted men and women respondents perceived they had a management role with some perceiving this as a shared responsibility, "I share the management", (aht) and in other cases it was concerned with specific aspects, "...managing the department timetables and finance", (pt). Fewer unpromoted men perceived they had any management role which was usually in relation to managing, "...my classroom and I am involved in school committees", (unp). However there were rather more unpromoted women who perceived themselves to have a management role which might mean having to, "...manage a daily programme", (unp).

Very few promoted men considered that they did not have a management role but slightly more promoted women held this view. More unpromoted men regarded themselves as not having a management role, "Not at all in terms of managing other colleagues", (unp) and rather fewer unpromoted women did not see themselves as a manager especially, "Not in terms of managing adults", (unp).

Nearly a tenth of promoted male respondents were unsure of their management role but very few of the remaining categories of respondents were unsure of their role in management.

It is not surprising that more promoted staff see themselves as managers and this applies almost equally to men and women. However more unpromoted women perceived themselves as having a management function. The reason for this is not clear but it may reflect a more organised approach from the women and may be the result of able women not being able to achieve a management position due to unequal opportunities but still wishing to be involved in managing within their area of work. Some respondents appear to perceive management being related to staff rather than the classroom. The analysis by school /gender did not reveal any major differences between the two variables. (See table 7.9A in the Appendix.)

H) Analysis by School/Promoted Post

Slightly more promoted respondents considered they were managers and more

promoted staff were unsure of their role in both sectors.

Table 75

Category	Primary				Secondary			
	Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%
Yes	16	67	29	62	51	70	33	59
No	04	17	16	34	13	18	22	39
Not sure	04	17	02	04	09	12	01	02
Total	24		47		73		56	
							(200)	

Approximately two thirds of promoted and unpromoted primary respondents perceived themselves to be managers and slightly more promoted secondary respondents, for example, "...in relation to administering a department", (pt). Fewer unpromoted secondary respondents perceived themselves as managers but those who did defined their role in terms of managing, "...a class all day and every day", (unp).

Those promoted primary respondents who considered they had no management role usually did so because they said, "...I regard myself as a teacher", (aht). Twice as many unpromoted primary respondents said they did not manage and this amounted to a third of the cohort, in one it was the result of the staff skills not being used, "...I feel my expertise is not tapped", (unp). A small percentage of promoted secondary respondents claimed they did not manage and not surprisingly many more unpromoted secondary respondents said they did not manage because, "My role does not involve management", (unp).

Those who were unsure of their role were mainly promoted staff. In some cases this was due, in the primary school, to having, "...such limited time to manage", (aht).

The differences between primary and secondary respondents were not large rather more promoted secondary respondents perceiving themselves to be managers and slightly fewer unpromoted primary respondents. Rather more promoted respondents

were unsure about their role in both the primary and secondary sectors this indicates a confusion in the minds of some of the promoted staff about the management role probably in some instances due to pressures of work.

I) Analysis by Faculty/Promoted Post

In faculties A & L and P & S more promoted respondents considered they had a management role but in faculty S & T this was not the view.

Table 76

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Yes	18	78	95	56	16	80	07	54	17	57	17	63
No	03	13	06	38	03	15	06	46	07	23	10	37
Not sure	02	09	01	06	01	05	00	00	06	20	00	00
Total	23		16		20		13		30		27	

To assist the review of evidence the sector is grouped according to the faculty headings used in previous chapters.

No new evidence emerged in the analysis of those who perceived themselves to be managers and very few respondents were unsure of their role. A similar percentage of promoted staff in faculties A & L and P & S perceived themselves to be managers but in faculty S & T considerably fewer promoted staff perceived this to be the case. This has already been noted and commented upon in an earlier section; further supporting evidence comes from the category "not sure" where there is much higher proportion of faculty S & T members represented.

J) Analysis by Faculty/Gender

More men than women in faculties A & L and S & T perceived themselves to be managers but the position was reversed in faculty P & S.

Table 77

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Yes	12	80	15	63	11	61	12	80	22	61	12	57
No	01	07	08	33	06	33	03	20	09	25	08	38
Not sure	02	14	01	04	01	06	00	00	05	14	01	05
Total	15		24		18		15		36		21 (129)	

A majority of male respondents in faculty A & L perceived they had a management role which was to, " ..manage the staff deployment and the timetable", (aht) but somewhat fewer women in the faculty perceived they had a management role. Some interviewees saw this as, "Within the classroom situation and running activities with groups", (unp). Slightly fewer men in faculty P & S considered they were managers in relation to staff, "In so far as I have form teachers under me", (pt) but many more women perceived themselves to be managers in the faculty carrying, "..responsibility for policy and work loads in the department", (aht). A similar percentage of men and women in faculty S & T considered they were managers in relation to other staff, "... modestly yes in relation to running my department", (pt).

Only one man claimed not to manage in faculty A & L but many more women made this statement. Some men in faculty P & S said they did not see themselves as managers but fewer women in the faculty said this was their perception for example, "None other than I am part of what goes on in the school", (unp). A similar number of men in faculty S & T said they did not manage but more women in the faculty claimed they did not manage and were, "...not interested in developing this kind of role", (pt).

There are some differences between how men and women perceived themselves as managers in the faculties. More women in faculty P & S perceived themselves to be managers than the men but the reason for this is rather obscure. It could be the case that women in faculty P & S are more aware of the management role but it was not possible to find evidence to support this view.

Summary of Interpretation

More promoted staff perceived themselves to be managers than the unpromoted staff but many staff of both categories consider they have a management role with approximately two thirds of both primary and secondary staff perceiving this role. A similar proportion of men and women consider they are managers but more men appear to be unsure of their role which could be related to more men being under pressure to manage both staff and pupils. It will also be related to lack of training resulting in poor understanding and confusion about roles. In the secondary faculties fewer respondents from faculty S & T perceived themselves to be managers which may be related to the curriculum and different associated management styles.

7.5 Summary of the Chapter Interpretation

Most respondents preferred a manager with strengths in interpersonal skills rather than task skills, few staff wanted a manager with a strong task orientation, and only promoted male staff had greater inclination towards the manager having some task orientation. It would appear staff get the managers they prefer because Jenkin's research showed, "Heads don't get involved in the task orientated management of policy making, technology, performance analysis and resources. Heads deploy mainly interpersonal skills, counselling and problem solving skills, together with administrative and bureaucratic skills"; whether this is desirable is another question. The Lothian research and Jenkins' research showed a profession which is keen to have a strong sense of interpersonal activity but less keen to concentrate on the task skills of running organisations which are often perceived to be more related to industry and business rather than education. When respondents were asked to compare the education service and the business world many appeared to be unclear about the running of the latter. The people side of the enterprise received more support from all sections which relates back to a desire for managers in the education service to be active in the interpersonal area.

Few staff in the education service in Lothian had attended management development courses or read on the subject. More promoted primary staff have had the opportunity for training and many have grasped this chance. Staff below the level of the senior management team have little training in management skills this includes principal and assistant principal teachers and unpromoted staff. Although few staff have received training many consider they have a management role in the classroom, and some see themselves as managers of staff.

A picture emerges of an education profession who are mainly interpersonally orientated who lack management training but perceive themselves to have a management function; there are clear implications for staff development.

References

- 1) Adair, J. Effective Leadership. Gower, 1983.
- 2) Halpin, A. Theory and Research in Administration. The Macmillan Company, 1966.

CHAPTER 8

Perceptions of Personality in Management

The purpose of this element of the research was to investigate how teachers perceived personality in relation to the management process in schools and to discover the importance it has in the view of teachers. This could then help to provide a perspective for the development of management skills. For example if teachers perceive personality to be very important should we concentrate on developing personality or management skills. Perhaps if personality is perceived to have a high level of significance in relation to management the development of skills may have little value, although on the otherhand it may be of more importance by reducing the impact of personality.

In chapter 3 some relevant theories of the development of personality are described which are concerned with the inherited aspects of personality and the effect of environmental factors on the personality. Kelly (1) proposed a constructive alternativism theory which relates to man's way of construing and experimenting with the world, whilst Milgram (2) adopted a social learning approach to personality which claims that people behave in different ways according to the situation in which they find themselves.

Whilst claims have been made that charisma is an element of leadership some would argue that personality has a limited effect on a manager's behaviour claiming that performance is related to training and structures. Adair (3), for example argues that personality is only a part of the picture when it comes to considering why a manager performs in a particular way and that having appropriate skills is at least as important.

The interviewees were asked to comment on the importance of personality in management to help to assess the possible benefit of training. The data was analysed as in previous questions and the following views emerged from the respondents in relation to personality in management. Some perceived it was "very important" and had a strong influence on the management process and others rated it as "important"

with the influence still being perceived to be quite powerful but to a lesser degree. In some cases personality was perceived to be only "fairly important" in relation to its impact on management and some respondents considered it was "not important" as it had little impact on the management process. A few interviewees could not be easily categorised and these were placed in the "other" category.

Many respondents perceived personality having a strong influence on the management process with most respondents opting for the categories of "very important" or "important".

A) Analysis of all Data

In the perception of the teachers interviewed personality is considered to play an important part in the management process.

Table 78

Category	Totals	%
Very Important	114	57
Important	63	31
Fairly Important	14	07
Not Important	03	02
Other	06	03
Total	200	

A majority of the respondents perceived personality to be "very important" in the management process in schools although other factors such as training and structure are equally rated. It would seem that teachers feel that personality affects personal interactions and hence mutual respect, confidence and the way staff identify with the organisation, for example, "Personality is crucial - someone with a poor personality does not have your confidence", (pt), and, "...it's not enough to be super efficient you have to be able to relate to staff", (pt). The need for identification was felt to be important by some, "... managers must have a positive approach and identify with the members of the organisation", (ht). There were those who believed the skills involved in relating to others could be learnt, "... to be successful you have to relate

well - however I believe you can learn the skills", (apt).

Almost a third of respondents perceived personality as being "important". This group commented on similar issues to the first category. In addition to personality, "... we also need a good basic structure", (dht) and "It is an important factor especially if staff are not properly trained", (apt). Personality is also seen to affect the manager and the teams interaction, "...it affects the way people relate a two way process", (unp)

The other three categories, "fairly important", "not important" and "other" received little support but some interesting views emerged for example, "It (personality) plays a part, for example, you do not always get feed back from some people and it also affects the things some people see as priorities", (unp).

A minority felt personality was not important, for example, some see it is, "... the quality of leadership (which counts)", (unp), whilst in another case a negative effect of personality on management was mentioned, " I distrust the magnetic personality", (pt).

Personality was perceived by some teachers to affect relationships between staff and management with a resulting impact on the management process in the school but a few respondents, as in the first category, commented on the possibility that management skills could be learnt thus reducing the impact of personality. This view, expressed by only a few, could be the result of limited training for management being available in the education service. It could result in teachers perceiving personality to be more important because they lack knowledge of the skills and process of management and it may also be related to the difficulty of measuring successful management in the education service. There was remarkable consistency of view in the research evidence and analysis in terms of the variables of promoted and unpromoted respondents, gender and sector. (See tables 8.0A, 8.1A, & 8.2A in the Appendix.)

E) Analysis by Subject

To assist the review of evidence the subjects are grouped according to the faculty

headings chosen in previous chapters. The figures show a degree of similarity for each grouping of subjects but the personal and social faculty rate personality highest with most respondents choosing the first two categories and none being categorised as "other".

Table 79

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Very Important	21	55	20	65	29	52
Important	10	26	09	29	20	34
Fairly Important	03	08	02	06	06	10
Not Important	02	05	02	06	01	02
Other	03	08	00	00	01	02
Total	39		33		57	129

In the secondary sector the majority of respondents perceive personality to be "very important" to the management process. A majority of the interviewees in faculty A & L chose the "very important" category. Personal relationships are seen to be, "Very important need for good relationships- may be leadership can be trained - if so Lothian isn't doing much about it", (pt) and personality influences, "...the way you relate to people; it is easy to alienate subordinates if you don't treat them with respect", (dht). Nearly two thirds of faculty P & S respondents chose the "very important" category but fewer respondents in faculty S & T made this choice.

A quarter of respondents in faculty A & L chose "important" in relation to the effect of personality on management, " ..for the manager and the team from the interaction point of view", (unp). Fewer interviewees in faculty P & S chose the "important" category and two thirds of respondents in faculty S & T perceived personality to be important in relation to communications, "It is important to have good interaction skills", (unp), and trust, "I think personality plays an important part. There must be trust with the person who is managing you. You must feel he cares", (pt).

(F) Analysis by Promoted Post/Gender

Promoted men rated personality as slightly more important than the promoted women when combining the first two categories and the unpromoted men and women

appeared to hold similar views.

Table 80

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Very Important	32	57	26	63	20	69	36	49
Important	17	30	12	29	05	17	30	41
Fairly Important	04	07	02	05	00	00	08	11
Not Important	01	02	00	00	02	07	00	00
Other	02	04	01	02	02	07	00	00
Total	56		41		29		74 (200)	

A majority of the promoted men perceive personality to be "very important" in relation to management. A number of threads emerged from the research including the perceived effect of personality on social interaction, skills and communication.

Well under half the promoted women perceived personality to be "very important". Certain issues appeared to be significant, approachability comes high on the list, "...you must be seen to behave reasonably, be fair and approachable if you are to succeed", (pt) and feelings, the ability to persuade, communication and respect "...we need respect for the person at the top if the organisation is to work well", (aht). Some respondents considered personality as "very important" but, "...there are also technical skills required to do the job", (aht).

Approximately a third of promoted men and women perceived personality to be "important". They believed the ability to relate to others and mutual trust are linked to personality and they also consider that character, and skills are important because they also affect how people interact, "Personality plays a significant part; all of the skills and abilities are helped if the leader has some charisma and respect from colleagues", (ht).

Males irrespective of promotion felt personality was "very important" but promoted females felt personality was less of a factor than unpromoted females although the differences were not large. It is possible that promoted females are more aware of the skills elements involved in management roles and place more emphasis on skills

but when the two categories of "very important" and "important" are combined there are few differences between the groups illustrating that all groups feel personality is important.

G) Analysis by Gender/School

Men in primary schools show a more positive inclination in relation to "very important" but when the two categories of "very important" and "important" are combined the scores are similar and likewise in the secondary sector. There is thus little variation between men and women in the primary and secondary schools.

Table 81

Category	Primary				Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Very Important	11	73	31	55	41	59	31	52
Important	03	20	21	38	18	26	21	35
Fairly Important	00	00	03	05	04	06	07	12
Not Important	00	00	00	00	03	04	00	00
Other	01	07	01	02	03	04	01	02
Total	15		56		69		60	
							(200)	

Almost three quarters of the primary men and just over half the primary women perceived personality to be very important in relation to management. Factors mentioned by respondents in relation to personality include the need for trust and respect, the effect of social interaction on the management process and the ability to listen and relate well with staff members, "...you need to be approachable", (ht) and the ability to communicate effectively, "you have to be able to persuade people to do things", (unp). The role of training in changing some aspects of behaviour was mentioned, "...you have to be able to deal with people and realise their problems. I think skill training is important", (unp).

Well over half the secondary men and slightly fewer women perceived personality to be "very important" , for example, in terms of being able to, "...identify with the members of the organisation", (ht) and develop effective communication, "...some

one who finds communication difficult will not make a manager", (pt).

A fifth of promoted primary men considered personality to be "important". They believed, "Personality is significant in relation to skills and abilities which are helped when the leader is respected by colleagues", (ht). Considerably more women than men in the primary sector believed personality to be important in relation to management especially with reference to interactions between management and staff, "...personality affects all concerned including management and team", (unp) and also the ability to communicate, "I feel you have to be outgoing to communicate effectively and you have to be able to be firm with staff", (aht).

Over a quarter of men and women in the secondary sector perceived personality to have an important influence on the management process. The respondents commented, "Interpersonal skills are affected by personality", (unp) and others perceived, "...it's not everything, you also need organisational ability", (unp).

The analysis by school/promoted post revealed broadly similar views. (See table 8.3A in the Appendix.)

1) Analysis by Faculty/Promoted Post

In the secondary sector the majority of respondents perceived personality to be "very important" to the management process. Both promoted and unpromoted respondents in faculty P & S showed a greater level of support for personality having a very important influence on the management process. This may be related to their concern with personal and social activity and their perception of personality having a stronger influence than structures and skills. The least support for personality came from unpromoted staff in faculties A & L and S & T. However when combining the scores for the first two categories by far the majority of respondents can be seen to perceive personality as having a strong influence on the management process.

Table 82

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Very Important	14	60	07	44	13	65	09	69	16	53	13	48
Important	04	17	07	44	05	25	04	30	12	40	07	26
Fairly Important	02	09	01	06	02	10	00	00	02	07	04	15
Not Important	01	05	00	00	00	00	00	00	00	00	02	08
Other	02	09	01	06	00	00	00	00	00	00	01	04
Total	23		16		20		13		30		27 (129)	

J) Analysis by Faculty/Gender

In the secondary sector the majority of respondents perceived personality to be very important to the management process.

Table 83

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Very Important	10	67	11	46	14	78	08	53	17	48	12	57
Important	01	07	10	42	02	11	07	47	15	42	04	19
Fairly Important	01	07	02	08	02	11	00	00	01	03	05	24
Not Important	01	07	00	00	00	00	00	00	02	06	00	00
Other	02	13	01	04	00	00	00	00	01	03	00	00
Total	15		24		18		15		36		21 (129)	

A majority of the male interviewees in faculties A & L and P & S chose the "very important" category for the influence of personality on the management process, "It affects your attitude to people; it is easy to alienate colleagues if you don't treat them properly", (dht) but fewer women in faculties A & L and P & S chose the "very important" category perceiving for example, "...affects being approachable and having a sense of humour, also the ability to admit you're wrong", (unp).

Just under half the male respondents in faculty S & T chose the "very important" category but rather more women in the faculty chose this category perceiving, "...how you approach people will have a great effect on how they react - if people respect your views you get a lot out of them", (unp).

The percentage of men and women in faculties A & L and P & S choosing "important" in relation to personality and management was not significant but quite a large number of female respondents in the two faculties chose "important". Some felt, "...the management structure is also of importance", (pt), whilst others saw personality affecting character, "You need to be a strong person to survive the pressures", (prob).

A large number of male respondents in faculty S & T perceived personality to be "important". The aspects seen as important were relationships, "Plays an important part - ability to get on with people - management would be difficult if manager could not get on with staff", (unp) and communications, "It can be helpful if the manager has a strong personality and can communicate", (pt) but considerably fewer women in faculty S & T chose the 'important' category.

Nearly a quarter of female respondents in faculty S & T chose the "fairly important" category for example, ".....I think you should try to keep your personality out of management decisions", (pt).

The men in faculties A & L and P & S considered that personality had a very important influence on the management process whilst in faculty S & T it is the females who perceived this to be the case. Fewer men in faculty A & L rated personality as "important" and when combining the first two categories it is faculty P & S which is seen to rate personality as having a strong influence on the management process.

Summary of Interpretation

The theories on personality mentioned at the beginning of the chapter indicated individual personality is formed by inherited aspects and environmental factors and also that social situations can affect an individual's behaviour.

The research evidence in this chapter supports the notion that personality is perceived as having an important influence on the management process in schools and the social situation in which people operate is perceived to have a strong influence on

behaviour especially when training is limited.

An individual's personality may also have a stronger influence in the education service because of the difficulty in measuring overall success and the lack of clearly agreed targets.

There are some differences of view amongst the respondents, for example, in the secondary sector more promoted females perceived personality to be less of a factor in the management process and more promoted and unpromoted men and women in faculty P & S perceived personality to be important but other faculties also show a high level of support. Generally there is a strong degree of equanimity amongst respondents about the influence of personality on the management process.

Current research seems to indicate that personality has a strong influence on the way people react to situations and hence the management process. This view is supported by the research in this chapter but there are suggestions from some respondents that training can counteract effects of personality and thus help decision making. This view underpins much of training and education but the degree to which personality influences the decision making process is difficult to measure and merits further research.

However it seems likely that the personality of the managers and those managed has a strong influence on the management process and only training for all involved can help to ameliorate the effect which personality has on the management process.

References

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Chapter 9

Perception of Headteachers' Managerial Effectiveness

Researchers have investigated the way in which managers deal with interpersonal and task issues in their day to day management. Investigations undertaken at Ohio State University quoted in chapter 3, identified two major dimensions of leader behaviour, consideration and initiating structure which can be compared with interpersonal orientation and task orientation.(1) Conclusions have been drawn from this research about the way managers handle interpersonal matters and achieve tasks within the management context.

Halpin explains how the behaviour of the group and the leader in an organisation are closely intertwined.(2) The leader's behaviour is influenced by those being led and also by the policies and regulations of the organisation. The introductory remarks in chapter 7 concerning teacher perceptions of the ideal manager are also relevant to this debate about managerial effectiveness. Interviewees were told about Halpin's research and then asked to comment on their view of the headteacher's effectiveness in terms of the task and interpersonal aspects. The headteachers interviewed were asked for their personal view on their own effectiveness.

Interviewees responses revealed comments which were similar to those identified by Halpin and fitted the interpersonal or task orientation he defined from his research. Five categories emerged, "interpersonal", "balanced", "task", "unbalanced", and a "nil" response. The "interpersonal" included headteachers who were described as operating an interpersonal orientation with less and varied degrees of task orientation. Those who were described as "balanced" appeared to be operating a balanced approach to interpersonal and task orientation whilst the headteachers who were described as task orientated were identified as generally poor at interpersonal skills but more inclined to the task. Those who were categorised as "unbalanced" were described by interviewees as being effective in terms of interpersonal skills but no view could be given on the task usually because respondents were too removed

in the hierarchy to know. A "nil" comment indicated a lack of awareness and direct contact with the head and perhaps could indicate a headteacher who was perceived as very weak in terms of interpersonal and task skills.

A quantitative approach to the research could have revealed more detailed and precise evidence which might be used to construct a grid on headteacher effectiveness along the same lines as that produced by Reddin as described in chapter 3.

A) Analysis of all Data

Over a third of respondents perceived their headteacher to be operating an "interpersonal" orientation whilst in some cases being quite effective at task skills. A similar proportion of headteachers were perceived to be "balanced" and rather fewer staff perceived their headteacher to be operating a "task" orientation whilst being less effective in interpersonal skills. Few heads were described as "unbalanced" or poor at both interpersonal and task skills.

Table 84

Category	Total	%
Interpersonal	80	40
Balanced	69	35
Task	35	18
Unbalanced	08	04
Nil	08	04
Total	200	

Of those who perceived the headteacher to be operating mainly at an effective level in the "interpersonal" area the following comments were made, "...can be very approachable", (aht) and some staff perceived the headteacher, "...quite approachable on an individual basis but not effective in the group".

There were some respondents who perceived their head to be "balanced" in both the interpersonal and the task skills where, "Communication and support fairly good, with planning satisfactory", (prob). One respondent perceived the head to be, "...poor with large groups, good one to one but not able to deal with outside pressures", (pt).

About a fifth of respondents perceived the head to be, "..probably weak", at interpersonal skills but, "stronger in this area (the task) but not good at delegating", (aht) and another respondent felt his headteacher, ".. knows what he wants and is keen to use skills and abilities of the staff", (pt).

Very few respondents could only answer the interpersonal part of the question and one view expressed, "communicates well" but in terms of the task, "I am not near enough to know", (unp).

Respondents tended to perceive their headteacher to be rather more effective in interpersonal than task skills whilst a smaller group perceived their head to be "balanced" in each of the areas. Fewer staff considered their head to be more task than interpersonal skills orientated which indicates that most managers in the school sector are more concerned with interpersonal aspects than those of the task. This could result in headteachers not giving a clear lead in terms of the school aims and objectives. It may be related to the greater concern which educational establishments have with people rather than the task.

The analysis by promoted post and gender revealed similar perceptions between respondents.

D) Analysis by Primary/Secondary School

Many more primary than secondary respondents perceived their headteacher to be rather more effective in interpersonal than task skills and fewer primary respondents perceived their headteacher to be "balanced" in terms of interpersonal and task skills. More secondary teachers perceived their head to be stronger in task skills than interpersonal skills.

Table 85

Category	Primary		Secondary	
	no	%	no	%
Interpersonal	45	63	35	28
balanced	17	24	54	42
Task	07	10	30	23
Unbalanced	01	01	07	05
Nil	01	01	03	02
Total	71		129	(200)

Nearly two thirds of primary respondents perceived their head to be effective at interpersonal skills and in some cases reasonably effective at task skills, for example, "very good at interpersonal skills - very organised, things are carefully planned", (aht). Some primary respondents perceived their headteacher to be effective at interpersonal skills but less effective at the task, for example, "..head tries to be a nice person - not as strong at the task", (aht) and in another case, "..likes to be liked - doesn't think out the consequences of decisions", (unp). Just over a quarter of secondary respondents perceived their headteacher to be effective at interpersonal skills but not as effective in terms of the task. In one instance this was perceived as providing, "Very good communication support and delegation", (pt).

A quarter of primary respondents perceived the head to be "balanced" both in interpersonal and task skills. One interviewee considered his headteacher was, "About equally adequate in both", (aht) whilst another perceived, "I think an even mix", (unp). Well over a third of secondary respondents perceived their headteacher to be "..average in both the interpersonal and task skills", whilst another respondents view, "..found him helpful and supportive - he follows up issues", (unp).

Primary respondents were more likely to perceive their headteacher being more effective in interpersonal skills than task skills. This may be a reflection of primary staff being very aware of the personal development of their pupils resulting in the staff perceiving the head as being more interpersonally aware than task orientated. The secondary staff are more inclined to perceive their headteacher being "balanced" in terms of their effectiveness in interpersonal and task skills. There is a tendency for some secondary staff to see their headteacher as being more concerned with achieving the task than developing the individual pupils which may be related to the influence of examinations on both staff and managers.

E) Analysis by Subject

Almost a fifth more faculty A & L respondents perceived their headteacher to be reasonably effective in interpersonal skills and but rather less so in terms of task skills. Almost a fifth of faculty P & S respondents perceived their head to be poor at interpersonal skills but reasonably effective at task skills whilst

nearly a third of faculty S & T respondents considered this to be the case.

Table 86

Category	Faculty A & L		Faculty P & S		Faculty S & T	
	no	%	no	%	no	%
Interpersonal	16	41	07	21	12	22
Balanced	12	31	15	45	27	49
Task	09	23	06	18	15	29
Unbalanced	02	05	04	12	01	02
Nil	00	00	01	03	02	04
Total	39		33		57 (129)	

Some respondents in faculty A & L perceived their head to be effective in interpersonal skills but not as effective at the task, " I would say strong in this(interpersonal) - might be weak in this area (task)", (pt). In faculties P & S and S & T there were fewer responses for being effective at interpersonal skills but weak at the task, for example, "..good a likeable and nice person - poor not a methodical person", (aht).

Nearly a third of respondents in faculty A & L perceived their head to be "balanced" in interpersonal and task skills. This was perceived to be in, one instance, "..a bit of both, easy to talk to and there is a structure which seems to work", (unp). A number of respondents in faculty P & S perceived their head to be "balanced" in terms of interpersonal and task skills whilst almost half the respondents in faculty S & T supported this view. One interviewee believed, "He has the balance right between interpersonal and task skills", (pt).

Only about a fifth of respondents in faculty A & L perceived their head to be poor at interpersonal skills but effective at the task, "Strengths are in the task not in interpersonal skills", (pt). Fewer respondents in faculty P & S made this choice, for example, "..doesn't feel he has to talk a lot - understandably becomes task orientated in a school of this size", (unp). Nearly a third of respondents in faculty S & T perceived their head to be task orientated. In one case a respondent perceived the head as, "..not good in relation to the group - strong task orientation", (aht).

A little less than a tenth of the respondents in faculty P & S were able to comment on

their perceptions of the heads ability in interpersonal skills but not in the task.

More faculty A & L respondents perceived the head to be inclined to interpersonal rather than task orientation and fewer members of this faculty consider the head to be "balanced" in management skills. More respondents in faculty S & T perceived the head to be more inclined to task orientation. Faculty P & S respondents were less inclined to see their headteacher being strong in interpersonal skills which could reflect a more critical attitude of staff who have a special interest in social and interpersonal skills.

F) Analysis by Promoted Post/Gender

Promoted male staff perceived their headteacher to be more task orientated whilst unpromoted male staff perceived the head to be more interpersonally orientated. The responses from the unpromoted men and women were the same.

Table 87

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Interpersonal	19	34	19	47	12	41	29	40
Balanced	18	32	13	29	11	37	28	39
Task	12	22	09	16	02	07	11	16
Unbalanced	02	04	00	00	02	07	04	06
Nil	05	09	00	00	02	07	02	03
Total	56		41		29		74	
							(200)	

A third of promoted male respondents perceived the head to be more effective in terms of interpersonal than task skills, for example, one interviewee saw the head as, "strong and supports but rather middling (at the task)", (pt). There were more of the promoted women who perceived the head to be more effective in terms of interpersonal than task skills. Some interviewees considered their head, "..likes to be seen as helpful - he doesn't follow through decisions", (pt).

A similar number of promoted men and women perceived their headteacher to achieve a balance in terms of interpersonal and task skill. Here the head was seen as,

"..communication and support fair - planning and delegation satisfactory", (ht).

A fifth of the promoted male respondents perceived their head to be less effective at interpersonal skills but rather more effective at task skills. Those heads who came into this category were described in the following way, ".does not consult with staff but things are achieved", (pt). Slightly fewer of the promoted female respondents perceived their head to be less effective in interpersonal skills and more effective in terms of the task. Heads who were perceived to operate in this way, ".. try to communicate effectively, are task orientated", (pt).

Considerably more female than male respondents believed their head to be less effective at the interpersonal skills but more effective at the task perceiving, "..communication could be improved but task reasonably well done", (unp).

There is more variability between promoted men and women than between unpromoted male and female staff except in relation to being more task than interpersonally orientated. In this category significantly more unpromoted women perceived the head to be task orientated whilst fewer promoted men believed this to be the case.

G) Analysis by School/Gender

Considerably more primary male staff perceived their headteacher to be more interpersonally skilled than task skilled but more female primary staff considered their head to be "balanced" in terms of interpersonal and task skills. The responses from male and female staff in the secondary sector show little variation.

Table 88

Category	Primary				Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Interpersonal	12	80	33	58	19	28	16	27
Balanced	01	07	16	29	28	42	26	43
Task	01	07	06	11	14	20	13	21
Unbalanced	01	07	00	00	03	04	04	07
Nil	00	00	01	02	05	07	01	02
Total	15		56		69		60	
							(200)	

Where the percentage score was less than ten percent the evidence was regarded as not being significant.

A majority of primary male staff perceived their headteacher to be more effective in interpersonal than task skills. One promoted respondent saw this as being, "...strong at this aspect (interpersonal) - I do most of this (the task)", (dht) and another colleague perceived the head, "...is good at support and reasonably good at communication - sometimes not well organised", (dht). Fewer primary female staff perceived their head to be more effective in interpersonal than task skills. Those who took this view tended to see the head as someone who, "...tries to be a nice person - not as strong in this area", (aht).

Few primary male staff perceived the head to be "balanced" in terms of interpersonal and task skills. Considerably more women primary staff perceived the head to be "balanced" in terms of interpersonal and task skills, for example, "I think an even mix", (unp) and another respondents perceived, "... reasonably OK in interpersonal skills - doesn't delegate well but planning good", (aht).

In the primary sector there is strong support from the men who see the head being more interpersonally than task orientated but more women in the primary sector are inclined to see the headteacher as rather more task orientated. This view may be related to level of promotion with the men more likely to see themselves on a similar level to the manager who they perceive as being more concerned about people than the task. In the secondary sector both men and women hold similar views. A similar proportion of men and women perceived their head to be "balanced" in terms of interpersonal and task skills. This may be an indication of a more executive approach in the secondary sector.

H) Analysis by School/Promoted Post

The tendency identified for more interpersonal orientation among male primary staff is further reinforced when we examine the evidence in terms of promoted posts and school sector. Once again more primary respondents perceived their head to be stronger in terms of interpersonal than task skills whilst the secondary staff perceived their head to be either more "balanced" in interpersonal and task skills or giving more emphasis to task skills.

Table 89

Category	Primary				Secondary			
	Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%
Interpersonal	18	75	26	55	20	28	15	28
Balanced	02	08	14	29	30	41	25	44
Task	02	08	05	06	18	25	08	14
Unbalanced	01	04	00	00	01	01	06	10
Nil	01	04	02	04	04	06	02	04
Total	24		47		73		56	
							(200)	

Where the percentage score was less than ten percent the evidence was regarded as not significant.

A majority of promoted primary respondents perceived their head to be effective in interpersonal skills but less effective at the task. In one example the head is perceived to run a school where, "...support is good - he knows all his staff - delegation poor", (dht).

Over half the unpromoted primary respondents but only a quarter of secondary respondents perceived their head to be effective in interpersonal skills but less effective at the task. Some considered their head operated a system where he was, "...good in relation to me (interpersonal) - not good at delegation takes too much on and as a result the task suffers", (unp).

Very few promoted primary staff perceived their head to be "balanced" in terms of interpersonal and task skills but nearly a third of unpromoted staff did, for example in one instance., "...consultation, planning, delegation and decisions making - fair in all of them", (unp). Well over a third of promoted and unpromoted secondary respondents perceived their headteacher to be "balanced" in terms of interpersonal and task skills.

A quarter of promoted secondary respondents perceived their head to be poor at interpersonal skills but better at the task. Here the head was seen to be, "...failing as a manager unable to communicate effectively - is able to identify with the task", (pt). Rather fewer unpromoted respondents perceived their head to be poor at

interpersonal skills but better at the task.

There is support from all respondents in the primary school for the headteacher being perceived as more interpersonally orientated. More promoted staff supported this view which could be related to the primary promoted staff identifying with what they perceived a primary head should be, namely concerned about people. However there is more variability between promoted and unpromoted staff in the primary sector in the first two categories. In the secondary sector there is more support for the head being "balanced" between interpersonal and task skills with more promoted staff perceiving the head to be task orientated.

I) Analysis by Faculty/Promoted Post

There were more faculty A & L respondents who perceived their head to be effective in interpersonal skills rather than the task. Many respondents considered their headteacher to be fairly "balanced" in terms of interpersonal and task skills but more promoted respondents in each of the faculties considered their head to be rather more task orientated.

Table 90

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Interpersonal	10	34	06	39	05	25	02	16	05	15	07	26
Balanced	07	31	06	38	09	45	06	47	14	46	13	49
Task	06	26	02	14	04	20	02	16	08	26	04	14
Unbalanced	00	00	02	13	01	05	03	23	00	00	01	04
Nil	00	00	00	00	01	05	00	00	03	10	02	07
Total	23		16		20		13		30		27	
	(129)											

Approximately a third of promoted and unpromoted respondents in faculty A & L perceived their head to be effective in interpersonal skills but less so in task skills, for example, one respondents view of the head, "..discusses things with you - not always well thought out plans", (unp).

In faculty P & S a quarter of the responses from the promoted staff supported the notion of the head being effective in interpersonal skills but less so in task skills, one viewed the head as, "...an effective communicator but less well organised when it comes to planning things", (pt). Under a fifth of unpromoted respondents in faculty P & S perceived their head to be effective in interpersonal skills and less so at task skills. The head was perceived, in some cases, to be, "Good when it comes to communication but less effective at planning and decision making", (unp).

Only a few promoted respondents in faculty S & T perceived their head to be stronger in terms of interpersonal skills but rather more unpromoted staff considered this to be the case.

Nearly a third of promoted and unpromoted respondents in faculty A & L perceived their head to be "balanced" in interpersonal and task skills. This system was, "...a balanced approach to communicating and getting things done", (pt). Rather more promoted and unpromoted respondents in faculty P & S perceived their head to have a balance in terms of interpersonal and task skills, "...has a balanced approach to discussing things and action", (pt). There was a similar number of promoted and unpromoted respondents in faculty S & T who perceived their head to have a "balanced" approach between interpersonal and task skills.

A quarter of promoted respondents in faculty A & L perceived their head to be poor at interpersonal skills but effective at the task. In one case the head, "...doesn't seem to talk to staff - is task orientated", (pt). Fewer unpromoted staff in faculty A & L perceived their head to be poor at interpersonal skills but effective at the task. One interviewee claimed, "He fails as a manager unable to communicate effectively - but is able to identify with the task", (unp).

A similar number of promoted and unpromoted staff in faculty P & S perceived their head to be poor at interpersonal skills but effective at the task and a similar proportion of promoted and unpromoted respondents in faculty S & T supported this view.

In faculty A & L both promoted and unpromoted staff are inclined to perceive the head to be more interpersonally orientated in their approach to management. The respondents in faculties P & S and S & T are rather more inclined to perceive the

headteacher operating a "balanced" approach to interpersonal and task skills. In all the faculties promoted staff are more inclined to perceive the headteacher as task orientated which could be related to their own perception of what management is about.

J) Analysis by Faculty/Gender

No consistent pattern emerges from the analysis

Table 91

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Interpersonal	05	33	11	46	07	39	00	00	07	19	05	24
Balanced	04	27	08	33	05	28	10	67	19	52	08	38
Task	05	34	04	16	03	17	03	20	06	17	06	29
Unbalanced	01	07	01	04	02	11	02	14	00	00	01	05
Nil	00	00	00	00	01	06	00	00	04	11	01	05
Total	15		24		18		15		36		21 (129)	

There is greater support amongst the women in faculties A & L and S & T for the head being more interpersonally than task orientated, for example, "...in relation to me quite good - not good at delegation takes on too much", (unp) but none of the women in faculty P & S support this notion.

Just over a quarter of male respondents in faculty A & L perceived their head to be "balanced" in interpersonal and task skills and slightly more women support this view. A little over a quarter of male respondents but more female respondents in faculty P & S perceived their headteacher to have a balance of interpersonal and task skills. Some respondents perceived their head, "...usually consults and communicates quite well - reasonably successful at identifying priorities", (pt). Over half the male respondents, but slightly fewer females, in faculty S & T perceived their head to be "balanced" in terms of interpersonal and task skills, for example one respondents perceived their head had, "No strong pointer in either interpersonal or task skills", (pt).

A third of male respondents, but fewer females, in faculty A & L considered their

head to be more task orientated. One respondent described his head as, "Strengths are in the task not in interpersonal skills", (pt). Less than a fifth of both male and female respondents in faculty P & S perceived their head as task orientated. In one case the head was, "...not very effective at talking and consulting - good has things well planned", (pt). Under a fifth of male respondents in faculty S & T perceived their head to be strong in terms of the task but more females were of this view.

There is considerable variation between men and women which may be partly related to promotion which in its turn is probably linked to women having a different perception from the men. There is greater variability between men and women in faculty P & S whilst women in faculty A & L are more inclined to see the head as interpersonally orientated and men in faculty S & T were more likely to perceive the head as task orientated.

Summary of Interpretation

More respondents perceived headteachers to be interpersonally rather than task orientated and a large number of the interviewees considered their headteacher used a balance of interpersonal skills and task skills when making decisions in their school whilst a relatively small number, less than a, fifth perceived their headteacher as task orientated.

Primary respondents were more likely to perceive their headteacher as being more effective in interpersonal skills whilst the secondary respondents were more likely to see their head adopting a balance of interpersonal and task skills when making decisions. The members of staff in the different faculties exhibited differing views, for example, faculty A & L respondents were more inclined towards interpersonal skills whilst faculty S & T respondents were inclined to task skills. However many respondents perceived headteachers to be "balanced" in their use of interpersonal and task skills. A comparison of level of promotion and gender revealed more variability between promoted men and women. A comparison of men and women in the primary and secondary sectors revealed primary men supporting interpersonal orientation of the head with women being more inclined to task skills. In the secondary sector men and women are more inclined to perceive the head as operating in a "balanced" manner. More promoted primary staff perceived the head as interpersonally

orientated whilst in the secondary sector promoted staff were more inclined to perceive their head as task orientated, although many see the head achieving a balance between the interpersonal and task skills. In the secondary sector faculties there is considerable variability between the men and women which was especially evident in faculty P & S where the women did not see the head as interpersonally orientated but balanced in decision making using both interpersonal and task skills.

It is not surprising that teachers perceive their headteachers as more inclined to being interpersonally orientated as the profession is concerned with the development of individuals and the skill of teaching can have a strong relationship with interpersonal communication. Teachers have been strongly resistant to the concept of training rather than education as they perceive the former being concerned with industry and task skills rather than interpersonal aspects. The task is often difficult to measure due to the many diverse pressures on the school whilst there is difficulty in measuring outcomes except those related to examinations and even here the original material, the child, can be awkward to measure making it hard to evaluate. These difficulties may have a bearing on the perceptions of teachers about the interpersonal and task orientation of their headteacher.

The evidence in this chapter indicates teachers perceiving their managers as having an interpersonal rather than a task orientation. This could lead to a problem when accountability is required in the service if there is no clear definition of the task nor targets in schools as it becomes difficult to define what has been achieved. On the other hand an education service which was strongly task orientated may lack the ability to develop interpersonal aspects which appear to be important with the relationship between pupil and teacher affecting the pupils' development. This relationship is likely to be influenced by the orientation of the headteacher and the resulting relationship with the staff.

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Chapter 10

Perceptions of The Role of Parents in Management in The School

In recent years there has been a move by the government to encourage more involvement of parents in the management of schools. In Scotland there has been little tradition of such involvement whilst in England the system of school governors has operated for many years. Current policy in Scotland has been to establish school boards on which there will be a majority of parents.

Some sections of the teaching profession have voiced concern about these proposals but more recently this view seems to have changed with the profession now willing to have some involvement with parents in managing the school.

In order to assess the views of teachers about the proposed introduction of school boards interviewees were asked what role they perceived parents should have in the management of the school bearing in mind the proposals being made for school boards. Categories for the data which emerged from the interviewees' responses were as follows. Some respondents perceived parents should have "no involvement" in the school management processes whilst others saw "some involvement" of parents. There were a few respondents who considered parents should have "full involvement" in the management processes and other interviewees who had no idea about the level of parental involvement in management were classed as "don't know".

A) Analysis of all Data

Almost half of the respondents perceived there should be "no involvement" of parents in school management through school boards and slightly less than half the respondents considered there should be "some involvement" of parents. Very few respondents perceived parents having "full involvement" in the management of the school, and a similar number did not know.

Table 92

Table 92

Category	Total No.	%
No Involvement	96	48
Some Involvement	87	44
Full Involvement	09	04
Don't Know	08	04
Total	200	

A majority of respondents perceived parents should have "no involvement" in the management of the school with a variety of reasons being given for this view. Whilst some interviewees did not consider that parents had enough knowledge and experience for school management others feared parents would be too concerned about the needs of their own children to manage the school in the interests of all children. Those respondents who perceived no management role nonetheless believed parents should be consulted about their children's education.

Some of the large number, about half, who perceived parents having "no involvement" in management felt however they could participate through a consultative role, "...parents should be involved in a consultative role but not in managing", (unp), whilst other felt, "...parents are very biased they don't know much about running schools", (pt) and some believed, "... they should not have any role there are some parents who are interested but everything we've tried has failed - parents here are unreliable", (aht). Some supported involvement, "...but I would be wary of them having a decisions making role as their interest is short term", (unp).

Well over a third perceived parents having "some involvement" in management. From the views which emerged some felt, "There should be a balance - rather like a partnership", (unp), whilst other perceived limitations on parents being involved, "...not on the curricular side but in finance and budgeting. However it is difficult getting parents to meetings", (aht) and there were those interviewees who considered parents, "...should have more say about the curriculum", (pt). One respondent described parents as, "lacking knowledge about the system and will certainly need training", (unp).

The few who saw parents being fully involved in management felt it was not a job to be left only to teachers, "They should manage I am not sure teachers can be trusted to manage", (unp). Others were especially positive about the role of parents, "I am in favour of them having a management role. We should be tapping the talents of parents", (ht).

A small number of respondents did not know what role parents might have, "Parents are very welcome in school but I am not sure they should be in management", (aht).

There was remarkable consistency in the evidence and analyses in terms of the variables, promoted and unpromoted respondents, gender, by primary /secondary school, by faculty in the secondary school, and promoted post/gender. (See tables 10.0A, 10.1A & 10.2A in the Appendix.)

G) Analysis by Gender/School

There was a tendency for more primary females to perceive parents having "no involvement" whilst in the secondary sector there was little difference between men and women. The women in the secondary sector were more likely to consider there should be "some involvement" of parents in the management of the school. More males in the primary sector perceived parents having "full involvement" in the management of the school.

Table 93

Category	Primary				Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
No Involvement	05	33	27	48	35	51	29	48
Some Involvement	07	47	26	46	26	38	28	47
Full Involvement	03	20	01	02	04	06	01	02
Don't Know	00	00	02	04	04	06	02	03
Total	15		56		69		60	
							(200)	

Primary men were least opposed to parental involvement in the management of the school which may be related to level of promotion. However both men and women supported the need to consult parents. A third of primary male respondents felt parents should not have a management role but some thought, "Parents should be consulted but it is not feasible to have them in a decision making role", (aht). Almost half the women in the primary school perceived parents having "no involvement" in the management of the school because they were not thought to be sufficiently knowledgeable, "I don't think they are qualified to make decisions but they should be consulted", (unp).

In the secondary school men were slightly more opposed than women to the involvement of parents in school management which may be related to the role of the departmental head. Approximately half the secondary male and female respondents considered parents should not have a management role in the school, in some cases this was because of their short term perspective, "I don't think it would be effective to have parents involved in management - no long term commitment", (unp). Others thought decisions should be left to the professionals, "Shouldn't manage decisions should be made by the staff", (pt).

Both men and women respondents in the primary school gave a similar level of support to "some involvement" of parents in management. They perceived this role as a consultative or advisory one because parents only have short term interests. Just under half primary male and female respondents perceived a limited involvement which could be through partnership, "...one of shared responsibility. I would be concerned about confidentiality", (unp), or consultation, "I think they should have some part to play but should not impose their wishes - more of an advisory function", (unp)

Just over a third of secondary male respondents perceived parents having a limited involvement in management in the school for example, "Parents should be involved but not in financial matters nor should they have a final say in other matters as their interest is only short term", (unp). In the secondary school rather more women perceived parents having "some involvement" in school management through partnership and consultation but some preferred not to have parents involved, ".. should be left to teachers as far as curriculum is concerned but parents can be

involved in fund raising", (unp) and other felt, "...should be a balance somewhere - really like a partnership", (unp).

Very few respondents in any category supported the notion of parents being "fully involved" in management through a partnership with the professionals. Primary male respondents gave more support than other groups to this view with a fifth of primary male respondents perceiving parents having something valuable to contribute to the management of the school, "I am in favour of them having a management role. We should be tapping the talents of our parents", (ht)

Most teachers did not wish to see parents involved in school management but quite a large number were prepared to support a consultative role for parents.

H) Analysis of Promoted Post/School

There is some indication that promoted primary respondents, who are more likely to be men, are more in favour of parental involvement, which overlaps with the previous research where gender was the variable but there is little difference in the views of unpromoted staff in primary and secondary schools

Table 94

Category	Primary				Secondary			
	Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%
No involvement	09	3 8	2 3	4 9	3 8	5 2	2 7	4 8
Some involvement	13	5 4	20	4 3	28	3 8	26	4 6
Full involvement	01	0 4	03	0 6	03	0 4	01	0 2
Don't know	01	0 4	01	0 2	04	0 6	02	0 4
Total	24		47		73		56 (200)	

unpromoted primary respondents perceived parents having "no involvement" in the school management, one expressed firmly held views, "I feel strongly parents should not be involved in management...", (unp), whilst another felt, "...all decisions should be kept in the hands of the professional", (unp).

About half the promoted and unpromoted secondary respondents perceived parents having "no involvement" in management due to their inexperience, "...if they are to be involved they need training", (pt) and there were those who felt parents would, "...think in terms of their own children rather than the whole school. Parents should be kept informed but professionals should manage", (unp).

Some of the respondents who perceived "some involvement" saw this being related to a consultative role but others were concerned about the level of knowledge and skill of the parents, there were those who thought parents were not interested and a number of other concerns were identified.

Approximately half the promoted primary respondents perceived "some involvement" some suggested they, "would favour a shared role", (dht) and others preferred, "...the school council idea with an enhanced role for parents", (ht). Fewer unpromoted primary respondents considered parents should have "some involvement" in management, and consultation was supported, "they should have a say but the head should manage", (unp), and the issue of training was mentioned, "...a problem is the locals are lacking the necessary skills", (unp)

A similar number of promoted and unpromoted secondary respondents perceived parents having "some involvement" in management but felt they, "...should not control things. They don't have the understanding nor training and are transient", (aht). One interviewee pointed out, "It will make a big difference to schools - greater accountability. I am concerned about 20% of parents being able to change the school through a vote", (aht). Another saw parents involved in, "...setting of standards of behaviour and attitudes", (aht). Concern was expressed about the need for, "careful control so as not to attract the 'wrong' parents", (unp). A number expressed the need to be, "...accountable to parents but not on curricular matters", (unp).

Promoted primary respondents appeared to give more support to the notion of parents having "some involvement" in the management process although this was often perceived to be through consultation or advice rather than management. However some respondents perceived a shared role through partnership. Interviewees were generally worried about the parents lack of management skills and the resulting requirement for training. Unpromoted staff in the primary school were less inclined to support parental involvement in management giving similar reasons to those of promoted primary staff.

In the secondary sector the views expressed by promoted and unpromoted staff were the reverse of those in the primary sector although the differences were small indicating that in general promoted and unpromoted staff held similar views in the secondary sector.

Very few respondents considered parents should have a "full involvement" in school management.

I) Analysis by Faculty/Promoted Post

More unpromoted respondents in faculties A & L and S & T were opposed to the involvement of parents in management in the school but in faculty P & S the position is reversed. In relation to "some involvement" the opposite pattern emerges.

Table 95

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	Prom		Unp		Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%	no	%	no	%
No involvement	12	52	10	62	14	70	03	23	12	40	14	52
Some involvement	09	39	05	31	05	25	10	77	14	47	11	41
Full involvement	00	00	00	00	01	05	00	00	02	07	01	04
Don't know	02	09	01	06	00	00	00	00	02	07	01	04
Total	23		16		20		13		30		27	
	(129)											

The majority of promoted and unpromoted respondents in faculty A & L did not

perceive parents should be involved in management but felt, "They should not manage but should be more involved than they are currently", (dht), and another respondent suggested, "...parents have an important role to play but in supporting teachers", (unp).

A large majority of promoted respondents in faculty P & S considered parents should not be involved in management. One proposed instead, "...much more informal contact", (pt). Considerably fewer unpromoted respondents in faculty P & S supported the notion that whilst parents should not be involved in management, "...it is vital they are involved (in some way) as they represent a consumer interest", (unp).

Over a third of promoted respondents in faculty S & T considered parents should not be involved in management but saw them as, "...important - not keen on school boards", (pt). Just over half the unpromoted respondents considered parents should not be involved in management but proposed, "...the PTA should be slightly stronger", (unp).

More than a third of promoted respondents in faculty A & L considered parents should be involved in some aspects of management. However some felt problems might occur because it was, "...difficult in a school like this where parents don't easily attend", (pt). Fewer unpromoted teachers in faculty A & L perceived parents being involved in some aspects of management but expressed a fear that, "...they will be more concerned with their own children", (unp). A relatively small group of promoted respondents in faculty P & S perceived parents having "some involvement" in management in the school and quite a large group of unpromoted respondents in the faculty considered parents should have "some involvement", "...but with limited powers" (unp), which should not include, "...the right to override the teachers", (unp). A similar number of promoted and unpromoted respondents in faculty S & T perceived parents having "some involvement" in management but anticipating difficulty they proposed, "...it will have to be handled carefully", (pt). one felt, "...they could be influential in minor matters", (unp).

The most noticeable difference in perception was in faculty P & S where the promoted staff were much more inclined to view the parents in a consultative,

advisory role and not a management one. There was more variability in faculty P & S between promoted and unpromoted staff than in either of the other faculties.

The difference between the faculties may be partly explained by the role faculty P & S staff have in guidance, with greater contact with parents than in the other faculties but it is not clear why promoted staff generally in the secondary sector are more opposed than unpromoted staff to parents being involved in management unless most of the parents which promoted staff meet are perceived as lacking management ability. There may be a relationship with gender which will be examined later or views could also be related to the role of the subject head of department which is quite powerful in the secondary school in Scotland with a resentment of any perceived interference. Very few respondents in any faculty supported the notion of parents being fully involved in management.

J) Analysis by Faculty/Gender in the Secondary School

More men were opposed to the involvement of parents in faculties A & L and P & S but in faculty S & T it is the women who are opposed. More female respondents opted for "some involvement" but very few respondents are in favour of "full involvement". Women in all faculties were more inclined to support the notion of parents having "some involvement" in management usually in a consultative or advisory role.

Table 96

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
No involvement	09	60	12	50	11	61	06	40	15	42	11	52
Some involvement	04	27	10	42	07	39	08	53	15	42	10	48
Full involvement	01	07	00	00	00	00	01	07	03	08	00	00
Don't know	01	07	02	08	00	00	00	00	03	08	00	00
Total	15		24		18		15		36		21	

(129)

A majority of male respondents in faculty A & L considered parents should not be involved in management in the school. This might be due to a fear that parents might,

"...look after their own children's interests", (pt), or boards might, "...devalue the teachers' function but I would welcome more parental involvement", (unp). Slightly fewer female respondents in faculty A & L considered parents should have "no involvement" in school management.

The most noticeable difference was in faculty P & S with a majority of male respondents perceiving parents not having a management role in relation to the school because, "...there is an effective School Council", (pt). Considerably fewer female respondents in faculty P & S perceived parents not having an involvement in management in the school but having a role which enabled them to be , "...consulted but it is not feasible to have them in a decisions making role", (aht).

A similar number of men and women in faculty S & T perceived parents not having a management role in the school and any role they had, "...should have a place which is not influential", (unp).

A quarter of male respondents in faculty A & L perceived parents having a role in the school but it should only be, "...a consultative role and not in management", (unp). There were more female respondents in faculty A & L who considered parents should be involved in some aspects of school management but some were not sure.

Over a third of male respondents in faculty P & S perceived parents having an involvement in management in the school through, "...a structure in schools which allows parents to be able to have some involvement in management in the school", (pt). Over half the female respondents in faculty P & S considered parents should have "some involvement" in management and to achieve this, "...they will need to be properly trained but even then they should not be able to control things", (aht).

Almost half the male respondents, and a similar number of females, in faculty S & T perceived parents having "some involvement" in management but concern was expressed, "I took part in the formation of the PTA. and there seems to be a lack of interest. I would be wary of parental involvement in management", (pt).

Male faculty P & S respondents are most opposed to parental involvement in management and they are closely followed by men in faculty A & L. However in

relation to the women it is those in faculty S & T who are more opposed to parents being involved in management.

Summary of Chapter Interpretation

A majority of the respondents did not wish to see parents involved in school management but were prepared to see them consulted about their child's education. Some interviewees were prepared to share the management of schools with parents if they received some training for the task.

Promoted primary men seemed least opposed to parents being involved in school management whilst in the secondary school the men were in the majority in expressing opposition to parental involvement in management. This may indicate that promoted primary men feel able to handle parents whilst the secondary men are more threatened perhaps related to a fear that secondary parents are more likely to interfere.

In the secondary school both promoted and unpromoted respondents appeared to hold similar views about the parents role in school management and were rather more against it but when analysing responses on a faculty basis faculty P & S staff showed greater variability than other staff with promoted men being more opposed than unpromoted women.

Whilst there were some differences amongst the various categories of respondents the general trend was against parents having "full involvement" in school management . Many staff did not wish to see involvement in management but in consultation and a large group were prepared for a partnership.

Teachers had a number of genuine concerns and expressed a number of reasons for not wanting to have parents involved in management. Some felt parents might be biased in favour of their own children and others were concerned that parents were not trained for management and generally lacked experience of how schools operated. Secondary school staff seemed rather more against parents being involved than primary school staff, which could be related to the secondary staff having less

contact with parents and perhaps more suspicious about a working relationship. It may also have a relationship with the strong autonomy of the subject department in the secondary sector.

Very few staff were prepared to support parents being fully involved in school management.

The original proposal from the government for school boards to be established were rejected by many in the profession but once the arrangements were in place the profession appears to have decided that it is better to be involved in the boards rather than remain on the side-lines. A Lothian spokesman claims that it has not been difficult to attract teachers to participate in school boards in secondary schools but more problems have been experienced in primary schools, possibly due to the limited availability of volunteers.

Chapter 11

Conclusions, Relationships with other Research, Implications for Further Research and Recommendations.

Introduction

The purpose of this research project was to explore a number of key management issues which relate to the operation of a school, to investigate the perceptions interviewees had of these issues and to assess what impact these perceptions might have on the management process.

A number of conclusions emerged from the analysis of evidence and these will be reviewed in this chapter. Relationships with other theory and research will be examined in order to assess the implications for further research and finally a list of recommendations will be made for future consideration by managers and those with an interest in the subject.

Six key management issues were identified from the original literature review and were investigated through interviews with a structured sample of teachers in primary, secondary and independent schools in Lothian. The first question was concerned with the decision making process in schools in relation to school policy. This included who makes the decisions in the school, how decisions are communicated to staff and the management style of the headteacher. The second question to be examined was about the aims of the school and considered the formalisation of these aims, how the aims were decided and the system in the school for evaluation. The third question had four parts which included an examination of teachers' preferred approach to management by their headteacher in terms of interpersonal and task skills, the perceptions which teachers have of the differences between school and business management, the level of management training of teachers and the perceptions which teachers have of their own role as managers. The fourth question was concerned with investigating the perceived role of personality in the management process. The views of teachers about the ideal qualities of the headteacher are investigated earlier in this research and question five is aimed at

discovering what teachers perceive their managers to do in terms of actual task and interpersonal management in the school. The sixth and final issue to be examined was the role of parents in the management of the school which has become a topical issue with the recent introduction, in Scotland, of School Boards.

The conclusions will be considered in terms of the variables used to structure the sample used in the investigation. An initial general analysis of all the responses will be followed by conclusions that derive from previous analyses by level of promotion, gender, school sector, faculty in the secondary school and interactions between promoted post and gender as variables between school sector and faculty.

Conclusions from an Analysis of all Responses

The Management Process.

Respondents identified three categories, of individuals or groups who held power in decision making in the school but there were few references to outside agencies having a role. In many instances a hierarchical pattern emerged with the "senior management team" receiving most responses followed by the "head teacher", indicating little participation of the broader group of staff. However some staff perceived "consensus" operating in their school. The second part of the question which referred to the communication of policy decisions showed that most staff considered communication was either "effective" or "fairly effective". This response is unusual as poor communication is often perceived to be an issue by staff and it could indicate that many staff in schools do not know what information is failing to reach them which may be the result of inefficiency or manipulation. In the third part of the question which was about management style the majority perceived the style to be "executive". This response may reflect a difficulty of differentiation of styles due to lack of knowledge on the part of the respondents or may indicate Lothian headteachers are consultative and decisive. However this view does not emerge in the analysis which is done later on the headteacher's task and interpersonal orientation when headteachers are perceived by their staff to lack task orientation thus the reason is probably due to the problem of differentiation.

Once a decision had been made most staff perceived it to be communicated to them in a reasonably effective manner and the management style adopted to be either executive or a mixture of styles.

The School Aims and Goals

The second research question was about the school aims and started with an examination of the perceptions of respondents of the school aims. A majority of respondents claimed they perceived the aims were about the "total development" of the child. This could be interpreted positively as showing that the staff have a broad perspective of education or it could be interpreted more negatively as reflecting a limited view of the school aims due to schools not defining their aims in terms of more concrete achievable objectives. Another issue is whether schools should focus on ends or means where an over concentration on aims could indicate a narrow perspective whilst more emphasis on the process could indicate a broad perspective. Many did not know the aims of the school even in broad terms and this is a cause for concern indicating as it appears a lack of awareness about the purpose of the school. The reason for this is not clear and could be due to lack of involvement in the process of deciding aims. Few respondents saw them being concerned solely with either "academic" or "social" matters.

A majority of the interviewees said they believed the aims were formalised but did not know of any system for evaluating them. A minority quoted "examinations /tests", "appraisal", or "staff meetings" as methods of evaluation. This would seem to be an area meriting serious attention by schools. If few appear to be evaluating their work it raises the question of how it is possible to judge the success or failure of the school, an issue which is seriously concerning some sectors of society. There are important implications here for policy makers who need to consider how to develop a system for school evaluation. Appraisal could be a part of this process. Whilst acknowledging that success is always difficult to measure in the education process, some attempt must be made to evaluate the system when it is dependent on large sums of public finance.

Most respondents, therefore, saw the school aims being of a general nature related

to the "total development" of the child. Whilst they were formalised it was unclear how they had been decided and there was no clear system for their evaluation.

The Ideal Manager, Managing School / Businesses / Training

The third research question covered a number of issues including perceptions of the ideal school manager, comparisons of school and business managers, management training of teachers and the perceived personal management role. Most teachers preferred their ideal manager to be "interpersonally" orientated which implies school managers being able to deal effectively with human interactions and solve problems but not being effective in the task area of policy, future planning and decision making. This supports the previous research findings which indicated schools often lacked clear aims and a system of evaluation. Of course in an educational institution it is important to be concerned about people and human values but there is no reason why this approach could not be combined with approaches which produce effective planning and evaluation. The second aspect of the question proved quite difficult to categorise with most respondents not knowing what difference there was between school and business managers although a few saw the difference being about "people v profit" or "accountability" indicating that they perceived businesses to be generally more concerned with profit rather than human values and were more concerned about accountability to their customers than is the case in schools. The majority of respondents indicated they had not had any management training but perceived themselves as managers in the school either in the classroom or in relation to staff. This lack of training is probably one reason for managers not being perceived to be task orientated and there are obvious implications for teacher training.

Personality and Management Effectiveness

The fourth question was an analysis of perceptions of personality in relation to management. In this activity most respondents perceived personality played either a "very important" or "important" role. Many respondents were of the opinion that personality played a major role in influencing the manager's style. In some cases it was suggested that training might reduce the effect of personality, a view supported

by the concept of education and the part it plays in developing individuals but this is only part of the answer. The best solution lies in appointing the most appropriate candidate for the post whose personality has been perceived to be suitable for the team to be led. This will not be easy to achieve as the assessment of personality is controversial but some serious attempt must be made to undertake the task.

The Headteacher's Managerial Effectiveness

The fifth question was about the interviewees perception of their own headteacher's managerial effectiveness. Equal proportions of respondents perceived their headteacher was operating either an "interpersonal" or "balanced" orientation. This is similar to the orientation teachers indicated they wanted from their headteacher in a previous question and confirms the notion that education managers are more concerned with human values than planning and decision making. As has already been stated this is not necessarily a negative aspect but without the elements of planning and decision making it may lead to less effective schools. On the otherhand an emphasis on task skills without the human aspect of the enterprise could lead to a lack of human values in the organisation.

Parents in School Management

The final question was concerned with the role of parents in the management process of the school. Respondents were equally divided on this issue with half not wanting to see parents involved in school management whilst others felt parents could have "some involvement". This could be a reflection of a traditional barrier existing between parents and teachers or it may be the result of political ineptness in introducing measures to enforce parental involvement in such a way that teachers may have seen the moves as a threat at a time when they have perceived a general lowering of their status. It raises the important question about who should contribute to the management of the school. Is it sufficient to leave school management to the professionals working within the establishment or should all parties with an interest be encouraged to participate to enable different value systems to contribute. With the current increasing focus on market forces there is a strong case for involving those who benefit from the educational process. But where

should a line be drawn? Do pupils also have a contribution to make as well as parents?

Conclusions from The Influence of Promotion

Comparison of the views of promoted and unpromoted respondents reveals little difference between the two in relation to the role of the senior management team and the headteacher in terms of decision making but more unpromoted staff perceived consensus as an approach used in schools. In relation to the communication of decisions unpromoted staff appeared to be rather more satisfied with the system. This could be because they are not aware of what information is not being communicated to them, a case perhaps of "ignorance is bliss" or it may be due to effective departmental communication. If the former it may also indicate manipulation by the headteacher which is apparent to promoted staff but not those who are unpromoted. Both promoted and unpromoted staff held broadly similar views about the style of management of the headteacher. This may again be due to the difficulty all staff have in analysing management styles due to lack of knowledge.

Both promoted and unpromoted staff held similar views about the aims of the school, and their formalisation but unpromoted staff tend to be more unsure about who had decided the aims indicating perhaps that many had not been involved in the process. If staff are to be able to influence and assist the development of the school, through contributing their own perceptions and beliefs, there is a need for them to be involved in discussions about the aims and purposes of the school. Once these have been produced a range of performance indicators can be developed to assist the evaluation process. Currently most respondents did not see this process to exist in their school.

The views expressed by promoted and unpromoted staff about perceptions of the ideal manager were similar as were perceptions on school and business management but more promoted staff had received some management training, This situation is to be expected and indicates that some staff are being trained for management but as yet this only includes a tiny proportion of unpromoted staff, who may be the managers

of tomorrow. It is difficult to see how staff can be prepared for a management role without receiving appropriate training. This is especially important in the case of women more of whom are unpromoted and supports the need for positive discrimination in favour of women. The views on whether staff perceived themselves to be a manager were surprisingly similar at all levels indicating that the majority of teachers do see themselves to have a management function with staff or pupils and it would seem sensible to train them to help to raise awareness and standards. Management should therefore be an element in any training syllabus for teachers. Promoted and unpromoted respondents held similar views about the effect of personality on the management process in schools, the headteacher's orientation in terms of "interpersonal" or "task" approaches and the role of parents in the management of the school.

The influence of promotion appears to be rather patchy with its major impact being on the difference in perception between promoted and unpromoted staff in relation to the communication system within the school and who has decided the school aims.

Conclusions from the Influence of Gender

Gender of itself did not produce marked differences of response throughout, however some minor differences did emerge. The analysis by gender of the decision making and communication process revealed little difference in perceptions. Women tended to perceive their headteacher to be operating the executive style whilst men perceived a mixture of styles, probably indicating little difference in overall perception as the executive style can appear to produce a mixture of styles to meet particular needs of both the management and the staff. These views again lend support to the likelihood that staff find it quite difficult to analyse the elements of their headteacher's style.

In relation to the aims of the school and whether they were formalised the analysis by gender produced similar results as did perceptions of how the aims were chosen. More men than women claimed there was no system for evaluation probably due to the men being more aware of management processes because they were more likely to be directly involved through holding a promoted post.

Both men and women held similar views about what style of management they would prefer and their understanding of the differences between business and school management. Gender had no significance in terms of the amount of management training staff had received nor did it when comparing the views of staff about their role as a manager. Gender was also not significant when comparing perceptions of the effect of personality on management, the management orientation of headteachers nor the role of parents in management.

Although gender is clearly a significant factor in the occupancy of promoted posts in both primary and secondary school those who would seek to suggest that men and women have different views about management would find little evidence in this analysis to support that perspective. Overall, gender appears to make little difference but when combined with other variables, for example promotion, as it will be later, some differences emerge.

Conclusions from the Influence of the Schools Sector

The responses from the analysis by school sector revealed clear differences between primary and secondary respondents in relation to the decision making process. More secondary respondents perceived the "senior management team" as the decision making body. This view is probably a reflection of the difference in management structure between the primary and secondary school. The larger the structure the more difficulty the headteacher will have relating to staff. Small primary schools may only have one or two staff at promoted level whilst most secondary schools have a number of senior staff sufficient to make a team. The view is endorsed in so far as the "headteacher" is perceived by more primary staff as the decision maker confirming the nature of the management structure in primary schools. The choice of "consensus" reveals the most marked difference in perception between the primary and secondary sector with considerably more primary respondents supporting this concept which probably reflects a difference in size and style between most primary and secondary schools. Another factor is almost certainly the greater subject specialisation and departmental structure in the secondary school making agreement more problematic. If a collegiate approach is to be developed in

all primary and secondary schools it will be necessary to develop mutual trust and understanding and structures which permit it to emerge. This will probably mean less concentration on subject specialisation in the secondary school and greater opportunities for all staff to share in debate about key issues which affect the school. This would mean less emphasis on content and more attention to process. Perhaps this highlights the possible problem of having a national curriculum which is too content specific. It is clear that sector does have an impact on the decision making process which is related to a difference in size between primary and secondary schools, departmental structure and subject specialisation.

In relation to the school aims more primary than secondary school respondents chose "total development" which is probably due to a greater emphasis in the secondary sector on academic content and external examinations rather than process. The choice of this more general category could be an indication of a lack of clearly thought out aims or it could be a desire to focus on process rather than content. Few primary respondents did not claim to know the school aims although they were often perceived to be of a general nature whilst many secondary respondents were unable to state the aims of their school. This is a further indication of the lack of knowledge or lack of clear articulation of the aims of the school despite the production of a school prospectus by most, if not, all schools. However the development of aims is only the first stage in a process of clarifying the purpose of the school as objectives and targets will also be required. The problem is much more obvious in the secondary sector due to the size of the institution which appears to inhibit the easier debate which is possible in the smaller institution. Very few primary respondents perceived the school aims to be "academic" but some secondary school respondents held this view. "Social" aims were slightly higher on the agenda of primary respondents which indicates the rather greater concern with social development, to be expected in the primary sector. It will be interesting to see whether this changes with the introduction of testing in the primary sector.

Only small differences emerged between the primary and secondary sector when respondents were asked if they perceived their school to have a statement about school aims. This indicates that sector is not a factor in this respect. More

respondents in the secondary sector were unsure about how the aims had been decided. This probably, once again, reflects the size of establishment and departmental structure which can result in a lack of communication or participation by the staff. More primary respondents believed a "committee" had been involved in deciding the aims indicating greater staff participation. Primary schools do appear to be more successful than secondary schools at involving their staff in the decision making process and this appears to lead to greater awareness.

The major difference in perceptions in relation to processes for evaluation of achievement of aims between the primary and secondary respondents was that more of the former were aware of a system of evaluation. This is perhaps an indication that size and the departmental structure adversely affect the ability of secondary staff to discuss issues related to the evaluation of whole school aims. Perhaps the development of a faculty structure would help to provide an opportunity to establish teams which could be more effective in terms of developing policy through consultation. It was surprising that few secondary staff perceived the examination process as being used to evaluate the aims of the school as the popular view would be that examinations are open to use for this purpose. In the primary sector staff meetings featured as a more popular choice for evaluation which supports the notion of the consensus approach mentioned earlier. Fewer secondary staff considered the staff meeting was used as a vehicle for evaluation and this may be another reflection of school size, the influence of examinations and the departmental structure inhibiting a broader debate on the curriculum. "Appraisal" and "examinations" received very little support from either the primary or secondary sector and it seems likely that many secondary schools do not have a mechanism for the evaluation of whole school aims whilst more primary schools appear to be attempting this process.

There was little difference between the primary and secondary sectors concerning their views of the ideal manager which indicates that teachers in all sectors expect similar approaches from their headteacher in terms of management with a strong emphasis on interpersonal orientation or combined interpersonal and task orientation. More primary respondents perceived management in business as being "profit orientated" rather than "concerned with people" whilst the secondary

respondents perceived businesses being "more accountable" and not as "people orientated" as schools. In terms of training for management and their own management role both primary and secondary sectors held similar views which indicated a need for training in this area.

The views which primary and secondary respondents had about the orientation of their school manager in terms of "interpersonal skills" and "task management" showed some differences. The majority of primary respondents perceived their head to be "interpersonally orientated" whilst the secondary staff tended to see their head operating a more "balanced approach" including both interpersonal and task elements and there were more secondary staff who perceived their head to be "task orientated". The differences between primary and secondary respondents may be a reflection of the primary school being more concerned with the personal and social development of the child whilst the secondary sector is influenced by examination pressures and the need to prepare for the world of work outside the school.

What does emerge from this analysis is that school sector is a more powerful influence on perceptions of the management process than either gender or promoted post.

Conclusions from an Analysis of Responses in the Secondary Faculties

These three secondary faculties have been structured to include the aesthetic and linguistic, personal and social and scientific and technological subjects. The secondary faculty review highlights differences in relation to the perceived role of the management team and the headteacher. More respondents in the scientific and technological faculty perceived the "headteacher" as decision maker whilst in the personal and social faculty the "senior management team" is seen as making the decisions. This may be related to the level of promotion of respondents in the former faculty. The respondents in the aesthetic and linguistic faculty were more inclined to choose the "executive" style than either of the other faculties. Respondents in the personal and social faculty perceived the system of communication to be "less

effective" than their colleagues perhaps taking a more critical view than their colleagues through their greater awareness of social and interpersonal issues.

The three faculties in the secondary school revealed similar perceptions about school aims. It appears that respondents regardless of faculty do not have a very clear view about their aims as the majorities chose either "total development" or "don't know". There were few respondents choosing "academic" or "social" aims which may be due to schools not having detailed aims in their policies as it is hard to believe that some secondary school staff do not, in practice, place the academic aims high on the agenda. This may be an indication that schools have not really tackled the issue in detail although they may have general aims. It may of course indicate that secondary school staff place the process of education and relationships higher on the educational agenda than content aims but it does begin to appear that regardless of an emphasis on content or process teachers do not have a clear view about the aims of the school. The reason for this is not clear, obviously some staff would have forgotten whatever had been done to involve them but it seems that schools in general have not really identified their aims in any detailed way.

In relation to whether the school had formal aims there were fewer respondents in the scientific and technological faculty who knew if the school had such aims and more respondents in this faculty were "unsure" how the aims had been decided. A similar picture emerges about the method of evaluation with more respondents in the scientific and technological faculty claiming their school had "no system" of evaluation. This is an indication that the respondents in the faculty appeared to have less involvement in the selection of aims and their evaluation.

The respondents in the personal and social faculty preferred a manager who had a strong interpersonal orientation whilst interviewees in the aesthetic and linguistic faculty preferred a manager who was both "task and interpersonally orientated". There was a tendency in the personal and social faculty for respondents to perceive that the difference between schools and businesses was in terms of the profit motive. This could be due to the personal and social interviewees being more concerned about people in the organisation. A higher proportion of interviewees in the aesthetic and linguistic faculty had not received any management training and fewer respondents

considered they were managers in the scientific and technological faculty possibly indicating fewer had a staff management role. This will be investigated when reviewing evidence related to promotion and faculty.

Respondents in the aesthetic and linguistic faculty perceived their headteachers to be effective in "interpersonal skills" whilst other faculty respondents did not rate this as highly and slightly more respondents in the scientific and linguistic faculty perceived their headteacher to be more effective in the "task skills". The views expressed may be linked to the desire of faculty members to perceive their head using a particular type of skill which is in sympathy with their field of work with, for example, the aesthetic and linguistic faculty members preferring a more interpersonal approach.

Staff from different subject backgrounds in the secondary sector did not appear to have major differences of opinion about the management process thus subject background appears to have a limited influence on perception of management.

Conclusions from the Influence of Promotion / Gender

Analysis by promotion and gender did not reveal any differences in relation to decision making and communication but considerably more promoted women preferred the "executive" style than the men whilst both sexes made similar choices for "democratic", "autocratic" and "laissez-faire" but more promoted men chose a mixture of styles. This does not necessarily indicate a major difference of perception as the "executive" style could be interpreted as a mixture of styles to suit the needs of a particular occasion or it could indicate a problem in categorising responses.

More promoted men and women perceived that the school possessed a formal statement of aims. This is a reflection of the promoted position when staff are more aware of school policy. Similar views were expressed about a system of evaluation except that more unpromoted women tended to perceive the staff meeting as a means

of evaluating. This may be linked to the primary school approach of using a more consensual method.

Both unpromoted men and women are not as aware as their promoted colleagues about issues related to school aims and this suggests that more involvement in discussing the school aims might enable all staff to be more aware and more committed to their achievement. It would also enable a broader range of value judgments to be brought to bear, although there may be less scope to influence the curriculum in major ways with the introduction of national guidelines. There are of course advantages and disadvantages with such guidelines. On the one hand it could ensure that schools which have not been successful in establishing aims at least have some guidelines even if the staff have not contributed to them but it could also restrict participation where there was a desire to be heavily involved.

There were more promoted and unpromoted women who preferred their managers to be interpersonally orientated although the differences were not large. More promoted men and women had attended courses of management training than their unpromoted colleagues a result which is not unexpected. The promoted men and women respondents were more inclined to perceive themselves having a management role.

The evidence on perceptions of personality in management revealed women rating it just slightly more significant than the men when combining the categories of "very important" and "important".

Promoted male respondents were more inclined to perceive their headteacher as being more effective in terms of task skills probably reflecting their own more task orientated views.

Contrary to popular opinion gender, on its own, appears to make little difference to perceptions whilst being promoted has a much stronger impact on the opinions of both men and women. However more opportunities for management training and preparation for career development for women could enable more women to achieve promotion

Conclusions from the Influence of School Sector/ Gender

The variables of school sector and gender revealed differences of perception indicating that women saw themselves as participating less than men in decision making in both the primary and secondary sector. They perceived the senior staff, who are more likely to be men, having more responsibility for this process. Gender, therefore, is significant in the decision making process. Positive action to involve more women in the decision making process and management training might help to improve participation and enable a more representative range of opinions to be considered. There were more of the female respondents in the primary and secondary sector who perceived their headteacher to operate an "executive" style of management and more of the men perceived a mixture of styles. This could be interpreted as both men and women holding fairly similar views but expressing their opinion under a different category as "executive" style, for example, is seen by some authors as an indication of a flexible style which responds to circumstances operating at the time.

Surprisingly more men chose "total development" for the school aims especially in the primary sector whilst in the secondary sector many men and even more women did not know the school aims. The latter evidence is almost certainly linked to promotion with the women being rather less aware due to their position in the structure. Gender is thus a factor affecting whether staff know the aims of their school, especially in the secondary sector but it is also linked to promotion. It really is a cause for concern that school staff appear to have a hierarchical structure which does not enable all staff to contribute if they wish. In a modern professional organisation there is surely need to address such an issue.

In relation to how the aims were decided the analysis revealed similar perceptions of both men and women with only minor differences. In the secondary sector more women were unsure of the process which had been used. This is probably the result of fewer women being involved in the management process in the secondary school due to their level of promotion. However in the primary sector, where both men and women were more likely to be aware of who had decided aims, they perceived the

"committee" as the most likely method of deciding the aims.

In the secondary school more women perceived "no system" for evaluation in their school and in the primary school they were more inclined to choose "staff meetings" as the method of appraising. Both views probably reflect the position of women in the management structure and also the different approaches in the two sectors. In the first case women may not be aware of the process because they are less likely to be promoted, whilst in the primary school because of tendency to a more "consensus" approach which encourages involvement in discussions they perceive themselves to have a role in decision making.

Considerably more men in the primary sector perceived their headteacher to be more "interpersonally" than "task" skilled but more women staff perceived their headteacher to be "balanced" in approach. This is not an indication of a major trend but perhaps indicates the women perceive or prefer a slightly more "task" orientated approach from their headteacher.

Rather more women in the primary school preferred that parents should have "no involvement" in the management of the school whilst the men were a little more inclined to want "full involvement". It seems likely that this is related to more men being in management positions in the primary school especially at headteacher level and having a wish to see parents participate or recognising the reality of the impact of new legislation. It is understandable but nevertheless a cause for concern that teachers do not wish to have the community more involved in the decision making process. Perhaps it may indicate a lack of opportunity for many teachers to participate in a similar role especially if they are unpromoted.

There are differences which emerge in the combined analysis of sector and gender and a relationship also emerges with promotion. Women especially in the secondary sector are less well informed as they do not have the involvement in management of their male colleagues. However the picture is somewhat different in the primary sector where women are more involved in processes of management through participation in consultation and discussion even if they are not promoted.

Conclusions from the Influence of School Sector/Promotion

The analysis by school sector and promoted post revealed more promoted primary respondents who perceived decisions being taken by the "senior team" whilst in the secondary sector it was the unpromoted staff who perceived this process to operate. The most obvious difference was related to "consensus" which was chosen by a large and almost equal number of promoted and unpromoted primary respondents. This is a clear indication of the co operative approach to management in the primary school, a method which is not perceived to operate in the secondary sector. The reasons for this have already been commented upon elsewhere. The primary staff are more satisfied with communication than secondary respondents especially the promoted primary staff. This is a clear indication of a difference between the two sectors possibly related to size and departmental structure which works to the disadvantage of the secondary sector. It has implications for both the structure and process of management in the secondary sector. The development of a team orientated approach would help to improve matters.

Considerably more promoted respondents in the primary sector perceived the "executive" style to operate whilst in the secondary sector there was a large number of unpromoted respondents who chose the "executive" style but many respondents chose "other" which indicates that teachers find it quite difficult to discriminate between management styles which appear to be complicated by a number of factors in schools.

Primary staff seem to have a clearer view about the school aims even though these may be expressed in broad terms. The secondary staff are much less aware of the aims probably as a result of the size of the school affecting communication and involvement in decision making. The unpromoted staff in both sectors were less aware whether their school had a statement of aims, an indication perhaps of less involvement in the process of decision making. More unpromoted staff were unaware how the aims had been decided which links with the last evidence and seem to show less involvement in the process. Primary staff, at all levels, were more inclined to choose "committee" confirming the consensus approach identified earlier whilst more promoted staff in both sector chose the "headteacher" as the decision maker

perhaps because they were closer and had personal experience of the involvement of the headteacher in the decision making process.

Secondary staff, at all levels , were more inclined to perceive their school had "no system" of evaluation which is maybe related to school size and less effective communication and participation. This may be related to the difference between the role of the primary and secondary teacher with the former relating to a single class rather than a number of different class groups. It becomes even more complicated in the secondary sector because of the guidance structure resulting in a whole area of interest being denied to some staff.

Unpromoted staff in the primary sector tended not to know of any difference between schools and businesses in terms of their management possibly because most of the respondents were women who lacked experience of the business world. In the secondary sector more promoted staff were unaware of differences between the school and business world probably because they had not had recent contact with the business sector. Many more unpromoted staff had not received management training in both sectors; evidence which could have been anticipated. It was, however, surprising to see that a large number of promoted secondary staff had not had management training. This is a cause for concern and may explain a lack of aims and evaluation in some secondary schools and a strong concern with interpersonal orientation rather than the task. Only slightly more promoted respondents perceived they were managers indicating that many teachers consider they have this role.

The primary respondents were more likely to prefer a manager who was effective in interpersonal skills and more promoted respondents made this choice whilst the secondary respondents preferred a headteacher who was "balanced" in interpersonal and task skills. Rather more secondary respondents preferred their manager to be strong in task skills perhaps a result of the influence of examination pressures and the more male dominated secondary scene.

An analysis of the evidence for parental involvement showed more promoted primary respondents who preferred parents to be involved in management of the school. This view may be a reflection of a desire to see parents taking more interest

in the school and their child's progress. It could reflect a view held by some senior staff that parents are essential partners in the education process. However this view is not always taken with other colleagues especially those who are unpromoted and may explain a lack of desire on their part to see others involved in management in schools.

It is especially in relation to decision making that school sector and level of promotion makes a difference in the perception of interviewees. Primary respondents are more aware of decisions being taken and how they were made. This is probably because they have participated in the process. Promoted staff in both sectors are generally better informed due to higher levels of participation. Secondary respondents seem to perceive their headteachers to be more "task" orientated than the primary respondents. School sector emerges as a stronger influence than promotion on the perceptions of staff about the management process.

Conclusions from the Influence of Faculty/Promotion

In the analysis by faculty and promoted post the unpromoted respondents were more inclined to chose the "senior team" as the group responsible for decision making in their school whilst in two of the faculties the promoted staff chose the "headteacher" perhaps reflecting that the unpromoted staff were not aware of the headteacher's role because they were too far removed from it. The promoted respondents in the personal and social faculty perceived the communication of decisions to be less effective than the rest of their colleagues possibly because they were more concerned about effective communication and thus more critical. Thus the cognate subject area has an impact on perception of the management process. More of the unpromoted respondents perceived the "executive" style to operate in their school but in two of the faculties respondents had difficulty in making a choice and opted for a mixture of styles. These choices have been noted earlier in relation to this question and may indicate respondents holding similar views, as "executive" style means the manager has a flexible approach to dealing with management issues which may appear as operating a mixture of styles but it may also reflect the complexity of management style in schools. This confusion may be due to unpromoted staff having to cope with decisions made by several managers including the headteacher,

assistant headteachers and their line manager.

The analysis of perceptions of aims revealed no major differences but more promoted staff in all faculties knew the school aims indicating that they were likely to have been involved in the process of deciding or that they were better informed. It is not surprising that more unpromoted respondents were "not sure" how the aims had been decided as it has already emerged that they lack involvement in the process of decision making and are not concerned with management issues. There were more promoted staff who perceived the "headteacher" or senior staff had decided the aims perhaps through direct experience as they saw more of the activity of the headteacher and senior staff. Unpromoted respondents in the personal and social and scientific and technological faculties were more inclined to perceive "no system" for evaluation but no other patterns emerged.

Promoted respondents in the aesthetic and linguistic and personal and social faculties perceived "interpersonal" orientation by their headteacher to be preferred whilst the unpromoted respondents in the two faculties chose a mixture of "interpersonal" and "task" orientation. Promoted respondents in all three faculties were less likely than their unpromoted colleagues to know the difference between business and school management which is probably because they had no recent experience of work in the business world whilst the unpromoted staff may have more relevant experience. More promoted respondents in the personal and social and scientific and technological faculties had received some management training but fewer promoted respondents in the latter faculty perceived themselves as managers.

Unpromoted respondents in the aesthetic and linguistic and personal and social faculties were more likely to rate personality as important in management possibly due to being more exposed to personal factors in their subject area.

All the promoted respondents regardless of faculty were more inclined to perceive their managers as stronger in task skills perhaps a reflection of their views about how a headteacher should function or what they perceive happens in school.

Promoted respondents were less inclined than unpromoted respondents to perceive

that parents should have "no involvement" in management but very few supported "full involvement". This probably indicates that promoted staff can see that some parents may be able to make a valuable contribution to the school management process whilst unpromoted staff felt that parents are more likely to interfere than be helpful, maybe because their contact with parents is more inclined to be negative whilst the promoted staff have a more positive experience of parents. It is also possible that unpromoted staff are less confident than promoted staff about working with parents. As unpromoted staff have little involvement in the management process they may reject the possibility of parents being able to participate in the management of the school.

Level of promotion has a stronger influence on the perception of staff than subject background although there are some differences which emerge in relation to the latter variable.

Conclusions from the Influence of Faculty/Gender

The women were more inclined to choose the "senior team" as the decision making group in the personal and social and scientific and technological faculties. This could be because women perceived a co operative approach to management whilst the men were more inclined to perceive a hierarchical approach to decision making and perceived the head as the decision maker. It may be due to more men being promoted and nearer the headteacher in the hierarchy thus seeing the head taking decisions or it may indicate a genuine difference in gender perception of how things should happen. Men in the personal and social faculty were least satisfied with the communications in the school which may be due to them taking a more critical view because they are more involved with interpersonal issues. More women in all the faculties perceived the headteacher's style to be "executive" whilst the men tended to choose "other". These kind of choices may be an indication of the complex nature of school management or may indicate lack of knowledge on the part of the respondents thus making a decision difficult.

Little difference of opinion emerged in terms of perceptions of the school aims and whether they were formalised but views differed about how the aims had been

decided. The women were less sure than the men how the aims had been decided probably reflecting their position in the hierarchy. Men were more inclined to see the "committee", "headteacher", or the "senior management" having decided the aims. Men, in all the faculties, were more inclined to perceive that their school had "no system" of evaluation and the women were more inclined to perceive "examinations" to be used for evaluation.

The women preferred their managers to be "interpersonally" orientated whilst the men tended to choose a mixture of interpersonal and task orientation. This is probably a reflection of the women being more concerned about relationships than the task issues. It was difficult to see clear trends in terms of an understanding of differences between the management of schools and business. More of the women had not had any management training experience which probably reflects their position in the hierarchy and their aspirations and is likely to affect their promotion prospects. Only in the personal and social faculty did the women outnumber the men in their perception of having a management role.

Personality was perceived by more women in the aesthetic and linguistic and personal and social faculties to be important in terms of its effect on the management process whilst more men made this choice in the scientific and technological faculty. These perceptions could be related to some women being more concerned about the influence of people whilst others considered that training reduced the impact of personality.

Women were more inclined to support the notion of parents having some involvement in management in the school, in all of the faculties, perhaps the women have more contact with parents and appreciate their views. The women may also be less inclined to see parents as a threat in the management of the school.

Whilst some small differences emerged between the faculties gender tended to be a rather more important variable than subject background.

The analysis of all responses by level of promotion, gender, school sector, faculty in the secondary school and the interactions between levels of promotion and gender in

relation to school sector and faculty revealed the following six major issues concerning perceptions of management in schools. More opportunities are required for teachers and others to be consulted and to participate in the decision making process in schools. Teachers are not clear about their headteacher's management style which is probably related to the confused management structure operating in many schools and lack of knowledge about management styles. Schools aims are often not clearly defined for staff and evaluation is rarely undertaken in a thorough manner. Although teachers perceive themselves to be managers they lack training in management. Personality is considered to have an important effect on the management process in schools. Finally teachers are opposed to parents being involved in school management.

Relationships with Other Research and Theory

The S.E.D. report on the effective management of secondary schools highlighted the importance of the board of studies especially where it provided the mechanism for consultation and good communication with staff. (1) The evidence in Lothian indicated that a significant number of respondents perceived schools being managed through the board of studies or senior management team and although not many respondents commented on the quality of consultation the majority were satisfied with the level of communication. Whilst the board of studies may well be an important mechanism for managing the school it still calls into question how staff are involved in the process of decision making. The board of studies may well prove to be a hierarchical way of achieving decisions which does not encourage participation by the majority of staff. There seems to be considerable support from the theory and research to suggest that there is a special need to involve teachers and others as well in a consultative decision making process if the best results are to be achieved for all concerned. Greenfield explains the educational and social reasons for involving a wider body of people in the decision making process to ensure that value systems are broadly representative rather than only showing one view of the world. (2) Whilst the board of studies can establish a procedure for

consultation and decision making it is important that the staff and perhaps others feel they have a genuine opportunity to influence. This process needs to be carefully structured as the management team will be held accountable for decisions.

Previous research in the area of decision making has attempted to introduce categories to describe managers. McGregor identified two types of manager, one who perceived staff needed to be told what to do, the 'X' type manager and the other, the 'Y' type manager, who considered staff wanted to be involved in the decision making process. (3) Research by Richardson in England has shown that teachers prefer the latter type of manager, although the teachers tend to be reluctant themselves to surrender their own autonomy in the classroom situation. (4) From the research evidence it appears that the majority of headteachers in Lothian secondary schools operate according to McGregor's 'X' type theory, which assumes staff prefer to be told what to do rather than contribute to decision making and the shaping of policy although in the primary sector there is a greater attempt to achieve consensus. (5) The research indicates that teachers were only consulted in a limited way on whole school policy issues especially in the secondary schools where decisions were perceived to be made by either the senior management team or the headteacher with little discussion. The collegiate approach identified by Richardson was clearly not present in a number of Lothian schools especially in the secondary sector and this is obviously a matter for concern. (6) With an increasing pressure from the government to follow the National Curriculum the possibility of local consultation and decision making may be limited but it is important that staff have the opportunity to contribute. Although this may be limited it could help to reduce the feeling of powerlessness, de-motivation and stress. Staff will still have the opportunity to decide on issues concerned with the process of delivery and other items which do not feature in the National Curriculum.

In terms of headteacher style Richardson (7) noted that there is a tendency for headteachers to be categorised as tough or tender minded but Richardson (8) claimed that in practice the headteacher's role is very complex and more caution is required before categorising them. The respondents in Lothian highlighted this complexity with many teachers responses being categorised under either "executive" or "other" in response to questions on headteacher management style

because they did not differentiate roles and activities of style in the majority of cases. This may be the result of teachers having difficulty analysing style because of limited knowledge due to limited training in the field of management or because they do not know very clearly how the headteacher operates.

The Ohio research by Lacy (9) supported that of Richardson (10) indicating that job satisfaction for teachers depended on a consultative, supportive and democratic approach. This approach is not obvious in a number of Lothian secondary schools and therefore teacher job satisfaction is likely to be more difficult to achieve in these schools. It is therefore important for there to be positive action to improve the opportunities for more teacher participation to provide motivation and job satisfaction for the teaching staff. The research of Nias also supported the notion that the managerial climate was important and therefore the management style and leadership of the head was considered to have an impact on teachers. (11) The Georgia research report pointed to the need for consultation with teachers if policies and improvements were to be implemented in a satisfactory way. (12) The evidence from Lothian indicated that this consultation still does not happen in many Lothian schools although it was desired by many of the teachers and may be one reason why so few knew the aims.

Research by Nias in primary schools has indicated that teachers require a clear statement about the aims and purpose of the school and prefer to see the school staff working as a team rather than as individuals. (13) Whilst the teachers preferred a clear lead from the head they wanted to be consulted. In Lothian it is apparent from the research that most staff do not have this clear statement of aims nor do many schools, especially in the secondary sector, provide opportunities for staff to work as a team. It would appear that an important opportunity for motivation and commitment is being missed by this lack of a team approach to school work especially in the secondary sector.

Jenkins' research on leadership styles and management found that headteachers are not as effective in the task as they are in interpersonal issues, a view supported by the Lothian research in relation to aims. (14) This may be related to headteachers functioning as middle managers and not chief executives. In his research Jenkins

compared headteachers to chief executives in business which was probably not an appropriate comparison as the Education Committee and the Chief Education Officer are responsible for policy planning and directing the task of the Education Department and the schools. However this is changing in England and Scotland as School Governors and School Boards become more responsible for school management. The S.E.D. report, 'Effective Secondary Schools' also indicated the need for schools to plan and produce aims to define policies and enable achievable goals to be met. (15)

Hellawell's research in England discovered that few schools had identified clear aims and objectives making accountability difficult. (16) These issues have been shown by Nias to have an impact on the effectiveness of schools and the motivation of the staff and pupils. (17) The development of evaluation systems mentioned in the S.E.D. Report, and being attempted by some authorities, was not identified as a major feature in Lothian by the respondents. (18) The Lothian research supports other research evidence on the need for clearer and more specific identification of aims and their evaluation. This need not affect the value of the education process in a detrimental way providing it is done through participation of the team of staff and others involved in the school and the community.

The majority of teachers did not wish schools to be task orientated. This view is similar to the perspective which emerged from the research conducted by Jenkins mentioned in chapter 2 on the management orientation of headteachers. This is probably the type of orientation which exists in most education services in Britain, and is partly due to the way they have been managed. Any change towards a more task orientated approach may have unforeseen outcomes in schools and requires careful consideration. This change does not need to produce negative outcomes if those involved use it as a means of improving the process in human and not mechanistic terms thus resulting in qualitative improvements. The lack of careful planning and decision making may be the cause of the difficulty which schools seem to have in defining their aims. The introduction of a more task orientated approach could possibly lead to improvements in management in schools.

The lack of a perspective from many staff about the business world lends support to

the notion that teachers have little experience of the business community and could benefit from opportunities to spend some time in the business environment. These kind of opportunities are now being offered to some Lothian teachers as well as the pupils which may lead to greater knowledge of the business world within the education service and may encourage staff to adopt a more task orientated approach to management.

Lacy (19), has shown that teachers preferred managers with good interpersonal orientation who were supportive and interested in their staff and Rutter's (20) research showed that management was important and pointed to the value of both interpersonal and task orientation, a view also emerging from the research of Nias (21). Jenkins (22) attempted to compare the business world with schools and discovered that headteachers were more concerned with managing people, a view supported by some of the teachers interviewed, whilst managers in business were more concerned with policy making and task achievement. The S.E.D. Report emphasised the need for schools to be accountable and to define their task with a system of evaluation and monitoring. (23) It is difficult to see how headteachers can be held to be accountable without a clear definition of the aims of the school and some system for their evaluation. Accountability also raises the question as to whom the headteacher is to be accountable. Is it the community as a whole including the staff, parents, pupils, employers, LEA. and the government? How is accountability to be achieved? Is there to be a school forum to decide on the aims or does the headteacher, LEA. or government decide? The issue of accountability is very complex and may well be difficult to resolve. It is impossible for a headteacher to be equally accountable to all the agencies mentioned and it will be necessary to settle for a system which is less than perfect.

Research and theory related to personality has shown that people may construct and perceive reality in their own particular way, Kelly (24), whilst Milgram (25) claims personality is influenced by environmental factors. The social situation may be therefore as important as the individual's traits in influencing how a person may behave. The result is that individuals often perceive situations to be different and respond in their own idiosyncratic way. Management faces the problem of how to harness these different perceptions to enable people and teams to be effective. Adair

has argued that individuals can be taught the skills of management and leadership which will to some extent reduce the influence of personality. (26) Allport has identified the problem of predicting the effect of different situations on individual's personality and of the problems associated with preparing the individuals to cope with such complexity. (27)

The Lothian research has not disputed that there are differences due to personality nor has it provided answers to the questions about handling issues of personality in management but evidence has been provided from the respondents that personality is perceived to have an important effect on management, especially where training has been limited. One way of reducing the influence of personality is to involve groups in the management process. This team approach can help to moderate the influence of individual personality. It is important however to try to ensure that teams contain a balance of different personalities to enable different value systems and approaches to be brought to bear to tackle problems.

It emerges from the views of teachers in Lothian that headteachers are perceived to be more interpersonally than task orientated a view supported by Jenkins' research and also commented on by Lothian teachers elsewhere in the research evidence. The profession of teaching is concerned with developing relationships to facilitate the education process, with some staff leaning heavily towards the interpersonal approach and few being concerned with a task approach. However Nias and Rutter pointed to the need for schools to be more task orientated and the S.E.D. also emphasised the need for schools to be more accountable which will require more task orientation. The Lothian research shows neither teachers (see chapter 7) nor headteachers being task orientated and therefore the whole profession may need to change in order to become more accountable. There may be a price to pay for this development with the danger of schools moving away from their interpersonal orientation and the likely impact will need to be considered carefully if human values are not to be lost.

However it does not necessarily follow that an emphasis on task orientation needs to reduce a concern for human values. Planning carefully, making decisions and monitoring does not imply a lack of concern about people. In fact the reverse could

be the case but it is important for schools to consider carefully the place and role of task and interpersonal orientation. In order to ensure staff support for this development care will need to be taken to manage the process and convince staff of the benefits.

A number of quite real concerns were expressed in the research about parental involvement in school management. These related to bias and lack of experience and understanding of parents with the overall view being a desire that parents should not have the increased involvement as proposed by the government. The majority of teachers felt parents should only have a consultative role in the management of schools and were not prepared to go further. This perspective could be a reflection of the evidence collected by Richardson who found that teachers wanted consultation themselves but were less willing to give others the opportunity to be consulted about schools and what takes place in the classroom. (28) It could also be a quite genuine concern that some parents would try to exert an undue influence on the school to the detriment of some pupils, especially those with less articulate parents.

It is argued by Davies (29) that there has been a movement in Britain for a number of years to involve parents to a greater degree in the education service and whilst schools have appeared to give more opportunities for parental involvement according to Glatter (30) little has been achieved except the production of a considerable amount of paper. He goes on to suggest that it is the Conservative Party which has tended to champion the cause of parents based on the apparent desire to give more consumer control of the service. It is the Conservative Party which has put forward the proposals for greater involvement of parents and logically this seems to be a sensible idea because it appears from research that the home background, if not the parents, has a great influence on the development of children. However social realities and perceptions have created antipathy towards parental involvement in school management and it is thus not surprising that many teachers are apprehensive, and in some cases strongly opposed, to parents being fully involved in the management of schools as the research in Lothian shows.

However research in England by Thody has shown that school governors often do not oppose the school management but remain deferential towards it and want to attend

courses to improve their understanding of the management process. (31) It is too early to be able to judge whether this will be the case in Lothian and research on this aspect at a later stage will be useful. The greater involvement of parents has implications for the education service as a whole and Brighouse anticipates the demise of education authorities as a result of greater parental involvement. (32)

However, as Greenfield points out, it is important to involve all those agencies with a contribution to make to the well being and development of the organisation and therefore parents, pupils, employers and others have a valuable contribution to make to the school management process. (33) It is difficult to see how teachers can be justified in denying the wider community a role in the management and operation of the school. It will take time for this to develop because of existing attitudes, some of which quite rightly urge caution. In the longer term however it seems important to involve the wider community in decision making in the education service. Perhaps the nature of the education process makes this desirable with attitudes and values playing a significant part in what is included in the school curriculum and affecting how pupils and the community respond to the school.

Implications for Further Research

The research has provided an opportunity to investigate a number of issues related to decision making in schools and there is clearly a need for further research to discover, in more depth, what drives some of the comments of the respondents. Where the responsibility lies for decision making in the schools is an issue which merits investigation on a quantitative basis to obtain some measure of the involvement of the various agencies. It has been suggested that more agencies need to be involved in the process of decision making to enable a broad representative range of belief systems to be included in the process. (34) How this could be achieved successfully is important and a pilot study of such an attempt would be valuable. It is not simply a matter of involving agencies. The process is also important and for a successful outcome a system needs to be developed which will enable groups to discuss issues of mutual interest and then to work out how to introduce their ideas into the existing system in a way which will meet with

success.

The perceptions of the style operated by headteachers are worthy of further investigation to understand why the issue appears complex. Whether one particular style would be more successful than another might be difficult to measure but may nevertheless merit investigation. Other issues include investigating the amount of genuine consultation there is between senior management staff and whether there is the evidence of a collegiate approach developing in schools; whether teacher job satisfaction depends on the style of the headteacher or if it is related to individual interaction and need. Finally further investigation would be valuable to identify the reason primary schools appear to be more successful than secondary schools, in Lothian, in adopting a collegiate approach. This could be due to size, better training of staff in the primary schools or to the influence of departmental autonomy in the secondary school. Something can be learnt from those schools who have been able to develop consensus approaches to management which could enable other schools to develop similar strategies.

The team approach to school management is becoming particularly important as schools are required increasingly to educate for a changing society where the process of learning is at least as important as the content. The ability of school staff to co-operate in devising an appropriate curriculum which recognises a changing world where skills have a more universal application is now recognised by many to be necessary.

Further research opportunities exist in the area of school aims and their evaluation. It would be useful to identify schools who have produced detailed aims and objectives to see how these have been evaluated and what impact this has on the delivery to the students. Research is needed on how best to develop aims and objectives in schools. For example, it may be best for the senior management team to do this but there may be some advantage if small task groups of promoted and unpromoted staff do the work to develop understanding and ownership. It is also important to investigate how the wider community may be involved in this process of developing aims. Some other research issues which might merit further investigation include the best system in school for evaluation and how to train staff in the evaluation process

including the writing of aims and objectives. The current proposals for the introduction of appraisal may well provide this opportunity.

The Lothian research and other evidence has shown how staff perceive interpersonal and task orientation in the management of schools. Further investigations could include more qualitative and quantitative research on the interpersonal and task functions of headteachers and the perceptions of teachers about the aspects of management and leadership which develop their motivation. Research on how school managers might develop more task orientation would be of value at a time when the need to plan more thoroughly and to evaluate is high on the agenda.

The evidence on the differences which teachers perceived between school and business management proved to be quite difficult to categorise and many respondents did not know of any differences, often because of lack of experience of the business world. Promoted staff were less able to express a view about any differences between schools and businesses possibly because they have had less recent experience of the business world than unpromoted staff. This issue is worthy of further research to discover the reasons for the difference in perception. For example is it due to a desire not to be associated with the business world or do teachers generally lack knowledge of this area.

In the secondary faculties there were fewer respondents in the scientific and technological faculty who perceived themselves to have a management role and slightly more of these were promoted females whilst in the personal and social faculty more promoted females perceived themselves to have a management role. The reason for this is unclear and would merit further research.

The majority of promoted teachers are untrained in terms of management skills although they are expected to undertake management duties, for example, as headteacher of a school or head of a department. This lack of management training will inevitably affect their ability to undertake such activities as planning and personnel management. Research is required to discover the best methods of training promoted staff to enable them to raise their level of management skill.

This investigation should also include an assessment of the value of training all staff in management skills on a whole school basis. It will be important to consider such an approach if schools are to develop a team approach to their work. It is not at all clear what is the best method to train staff and the modules produced through the SED. for headteacher training are but one way of providing management training in school and will need careful evaluation to see whether they do provide significant improvements in the quality of school management.

Further investigations of the functions of business and school managers could be helpful to enable more to be learnt about the process of management in different types of organisation. It should not be assumed that lessons learnt would only be a one way process. If schools are more interpersonally orientated, business managers might be able to learn from this and school managers could learn more about task management from business. Jenkins questions whether business management and school management are the same; this is certainly an area worth further study. (35) This might result in the development of a managerial theory for schools which could be different from that of the business world. Peters and Waterman have identified the elements of successful businesses and it might be possible to do the same for schools.(36)

The evidence indicates that teachers consider personality does exert a strong influence on the management process of schools, although it is suggested by some interviewees that this could be modified by more and better training and a clear view about the aims of the education service and the schools. The way people react to situations appears to be affected by personality but the complex nature of man makes measurement difficult especially as it is usually the interaction of more than one person in a management situation which can effect the outcomes. It is not clear how much training might be required to overcome strong personality traits nor for how long this training should be given and at what interval. This raises issues about developing personal awareness through staff development which is an area for further research in order to discover the best way of raising personal awareness and to investigate if it results in improvements in school management.

Research on how to harness different personalities through a team approach to school management might produce ideas on how to use existing talents. Belbin has undertaken research in this field in relation to business management and a similar investigation of the school sector would be valuable. (37) This could be used to enable an assessment to be made of the types of personality required to complement a school management team and counteract the current tendency to appoint similar types. However any such approach should be undertaken with caution for it is difficult to assess how individuals may change when faced with a different working situation and new responsibilities as well as the effect of different personalities on their working role.

An important area for research would be to investigate those schools where the management appears to be task orientated to see what impact this has had on the delivery of the curriculum and the motivation of both staff and pupils. It would also be valuable to discover why these schools have developed a task orientated approach. This may have been done through staff development or it could be due to the imposition of a philosophy by the head teacher and the senior management team. Research would help to identify the method and evaluate its success on the pupils and the staff. A comparison could also be undertaken through investigating how business achieves task orientation and investigating whether similar approaches are possible and desirable in schools as there may be some differences between the way the two operate due to the profit motive, the influence of politics and the perceptions and influence of the general public.

There is a need for prompt research to monitor the effect of changes brought about as a result of parents having greater involvement in school management through school boards. The changes will, without doubt, have greater impact in England as the legislation goes further. Questions to be answered are related to the impact on the delivery of the curriculum, the kind of training required for parents to enable them to understand how schools work, the impact on the Education Department of the changes, the impact on the relationship between parents and teachers and the effect of this on the school and the overall effect these proposals have on the service as a whole including the teachers. The effect on the management of the school would be valuable to monitor as the involvement of school boards could make it even more

difficult to manage the school. One problem which has always existed in relation to school management has been the involvement of many agencies who try to influence the school and the school boards could simply add to this difficulty. Any devolution of financial management will have obvious implications for the management of resources and the training needs of staff involved.

Recommendations

There were six key management questions chosen from the research which was undertaken by interviewing a selected sample of teachers from all sectors of schooling in Lothian region including the independent sector. These questions involved assessing the level of understanding of teachers about management processes, comparing promoted and unpromoted staff views, assessing the impact of gender, seeing if there was any relationship between subject background and views of management and evaluating what the research indicates about future training needs and research opportunities. The research evidence did not highlight any special differences between perceptions of management in education authority schools and the independent sector but it provided an indication of where the needs might be to improve the management structures and processes in schools.

The following major issues emerged from the six key questions which were investigated. More opportunities for consultation and participation in the school decision making process are required for teachers. They often found difficulty in defining their headteacher's management style which probably shows a lack of knowledge and understanding but also implies a confused management structure in some schools without clear lines of management. Respondents perceived a general lack of clear aims and a system for their evaluation. Interviewees usually perceived themselves to be managers but without appropriate training to undertake this role. Personality was perceived to have a considerable influence on the way the manager functions. There was considerable opposition from teachers about the involvement of parents in school management.

A little more than half the headteachers in primary and secondary schools seem to

provide their staff with some opportunity to participate in the policy decision making process in their school. This leaves many staff with little opportunity to influence the decision making process, especially in the secondary sector. More staff should be provided with the opportunity to participate in policy decision making so that their beliefs, opinions and experience can be used constructively in the decision making process. This would assist the understanding, openness and motivation of all concerned. A way of achieving this collegiate approach could be to encourage senior management in secondary schools to develop team responsibilities for groups of staff which could be based on a faculty principle whilst in the primary school membership of teams could be based on the age group of pupils from which the staff were drawn. An alternative, especially in the secondary sector, would be to establish none hierarchical mixed subject teams to make recommendations on policy. It would be useful to investigate why primary schools appear to be more successful in developing a collegiate approach and to see if lessons can be applied to the secondary sector.

A lesson could also be taken from the management of British Petroleum who claim to have simplified their hierarchy, are encouraging individual initiatives and replacing standing committees with informal teamwork to develop a more dynamic approach. However creating a structure is not sufficient to encourage staff to believe their views are being considered seriously. It will also be necessary to develop a system which is perceived to value all reasonable opinions, which will not harm individuals and which gives clear justification when recommendations are not accepted. Training in the role and function of teams for all concerned would be necessary to enable the new structure to work effectively through developing the understanding of the participants.

The selected sample found difficulty in defining their headteachers' management style which could be due to the head having a complex role or it could be because teachers do not understand the different styles due to very limited training in this topic. Very few staff could be considered to have an understanding of management processes as few had attended courses although many teachers considered they were managers. Richardson does point out that headteachers have a complex role and it could therefore be a combination of the two effects of complexity and lack of

understanding which leads to difficulty in the definition of style. (38)

One solution, which has already been recommended, is for more staff development for teachers at all levels to raise the understanding and awareness of staff about management theory and processes. However management will only improve if there is concerted action by all concerned to ensure the institution operates with greater openness and within a less hierarchical structure. Schools may find this difficult to achieve without specific action to ensure that a more open and collegiate approach operates. A stronger lead could be given by the DES., SOED. and the LEA. to encourage managers to be more aware of the need to structure opportunities for discussing policy. They would also need to encourage input from the community including parents, pupils, employers and others to enable a range of views and beliefs to be covered. However such views could still be subject to the approval of key policy makers including the Government and the LEA.

Training for headteachers will be possible using the new management training modules which have been produced to develop better understanding and knowledge of the management process but it remains to be seen whether this will encourage greater consultation and openness. This could be facilitated by schools being encouraged to develop clearer lines of management to help to reduce the complexity which operates and confuses many staff in schools. The development of an appropriate team approach could facilitate this process. However as long as headteachers are required to operate as middle managers this will reduce their ability to control the complexity of their management situation as they will remain responsible to the Government or the LEA. for major policy matters and the evaluation of their school.

Many staff who have management responsibilities and others who have a management role lack training in the development and motivation of teams. The research evidence has shown that most teachers perceive themselves to have a management function and training for all staff to develop their knowledge, understanding and ability in team management could be an important way of improving management systems and processes in schools. This is an area which requires attention in addition to the training opportunities being provided for headteachers. There should be a policy of positive discrimination for women to

receive management training to enable more women to be prepared for promotion.

The lack of clear aims and evaluation procedures in many schools has emerged from the evidence. This is an important issue which must be addressed by schools and the headteacher has an important part to play in providing the opportunities and structures for this to be undertaken. In addition to aims it will be necessary to establish targets and an agreed set of performance indicators to enable evaluation to be undertaken. With the proposed introduction of appraisal in schools it will be necessary to train all staff in the appraisal process. This could be an important opportunity to include other aspects of the management process including decision making, communication, management style, school aims and their evaluation and the effect of personality on management. Ultimately this could result in the evolution of a management theory related specifically to schools. Such a theory would need to relate to the interpersonal and task orientation which is required if schools are to operate successfully for all pupils.

If the energy and interest of all staff is to be harnessed it will be necessary to provide all staff with the opportunity to participate in the debate about the aims and purposes of the school. How far staff can be involved in decision making is a complex issue. Headteachers are accountable for the management of the school but in order to successfully motivate the staff they need to encourage involvement in the process of consultation to the point where staff are able to trust that decisions are based on an assessment of all issues and options and not based on limited value judgments.

Whilst there is a clear need for management training in terms of skills, personality is perceived by the majority of respondents to have a major impact on the process of management. There are now courses designed to facilitate greater awareness and understanding of self and relationships with others and this type of training could enable managers to develop greater self awareness which could result in improved management through better personal relationships. Such courses should focus on the process of management rather than the structure and content of management. The emphasis on personal interactions and more effective communication should help

managers to appreciate the value of participation and openness in an organisation. In order to be successful these courses should be essentially practical rather than theoretical as the development of trust and openness involves practical interactions and feedback for the process to be understood and for change to occur. All these aspects have implications for criteria and methods used to select staff for the management role.

It is important that parental involvement in school management is purposeful and cooperative if parents are to be able to make a contribution. Joint management training with teachers related to a number of educational matters could be undertaken covering the curriculum, legal issues, school management and financial management. Parents can be encouraged through school boards to participate in the production of school development plans and teachers should be encouraged to perceive the benefits of parental involvement in schools. This can be assisted by giving teachers more opportunities to participate in consultation and decision making as they may resent parental involvement because of their own limited participation.

As finance is limited in the education service, management training programmes will need to be cost effective. An important area of development would be to establish some pilot management training schemes for all schools which recognise the current needs and financial pressures and to monitor these courses to help to judge the most cost effective way ahead to improve training of all staff. The opportunity for all staff to play a greater part in the process of consultation to enable them to have a sense of ownership in relation to the decision making process might produce dividends. This process could be assisted by training staff within the school to deliver basic training courses to colleagues which might also help the development of relationships and trust. Where relationships are positive with school boards some members could participate with the teachers in the training.

Management training for school staff, which has been associated with this research, has shown that many staff in schools have a limited knowledge of management but are prepared to learn and can see the value of a structured system which will help both the management of staff and the education process for pupils. The development

of this training for all staff, which is identified on a number of occasions in these recommendations, is urgently needed if the structures and processes of management in schools are to be improved. This training would include raising the level of understanding of all concerned about the role and function of managers and teams. The major aspects included would be the role of the leader in the process of policy planning, monitoring, evaluating and financial management and also how the leader and the team interact in relation to developing trust and motivation within the group to develop a quality service for the student.

The development of national guidelines on the curriculum and schemes for appraisal must be perceived by the profession as something which will enhance the management of the school. Government must successfully convince the profession that this will be the case. The Teachers' Unions now face the problem of how to develop a relationship with those who establish policy and manage the Education Service to ensure that appraisal is introduced in a manner which will be helpful to the development of the profession. If this can happen, and management training can be provided for most staff, there is the possibility of significant improvement in the quality of the education process. However there is no perfect solution to the management of schools especially in view of the many agencies involved in the running of school at both national and local levels. The involvement of the government, the LEA., school boards, teachers parents etc. makes the process complex and different from the management of businesses. The headteacher is placed in the role of a middle manager with very limited opportunities to develop long term policy or effect change. It is therefore important that staff are able to appreciate this and have developed sufficient trust to be able to cope when things become difficult.

In chapter one the external pressure for greater accountability in the education service and the need for appropriate training to be developed was highlighted. This research in Lothian has provided the teachers' perspective and identified some of the areas which might benefit from particular attention in the current climate of change. The research has focused on the teachers' perceptions of management in the school for it is these individual views of the organisation which may give ideas for solutions to management problems in the school. Solutions to better management in

schools can come from an examination of these perceptions and addressing the issues they raise although this is only one side of the complex process of school management. Management training for all involved in the school emerges as an issue requiring urgent attention especially with the introduction of appraisal.

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Appendix

Interview Schedule Teacher Perceptions of Management in the School

This interview will take about 45 minutes. It will be confidential. Do you have any questions before we start?

Date

1 (a) Your age

Tick

24 or under ____
25 ____ 34 ____
35 ____ 44 ____
45 ____ 55 ____
56 ____ 65 ____

(b) Your sex

(1) male, (2) female

(c) Position

Tick
Probationer

Unpromoted

APT

PT

AHT

DHT

HT

(d) Years at present school

Tick

0 - - - 5

6 - - 10

11 - 15

16 - 20

21 - 25

26 - 30

31 +

(e) Years in teaching profession

Tick

0 - - - 5

6 - - 10

11 - 15

16 - 20

21 - 25

26 - 30

31 +

(f) Subject expertise (please circle one)

(01) English, (02) Science, (03) Mathematics, (04) Social Science,
(05) Foreign Language, (06) Drama, (07) Religious Education,
(08) Art, (10) Physical Education,
(11) Technical Education, (12) Home Economics, (13) Outdoor Education,
(14) Computer Education, (15) Business Studies, (16) Primary Education,
(17) Classics, (18) Music, (19) Learning Support.

Qualitative Questions

2 Perhaps we could start with you describing the management process in you school?

Prompt

How are decisions made?
Communications.
Management style.

3 What are the school priorities?

Prompt

Aims and objectives
How were they decided?
Is there any attempt at evaluation.

4 How effective, in your opinion, is the school administration?

Prompt

How do you judge this?
Information and communication.
Support for staff and pupils.
Evaluation and feedback.

5 What are the ways in which a good manager operates in the school context?

Prompt

Is school management different from business management-how?
Can you recall any articles magazine so films on management/
organisational development?
Have you had any management/organisational development training in the
last 5 years? Describe.
Do you see yourself as a manager? Would you like to be a manager?

6 What part do you think personality plays in being an effective manager?

7 How would you describe the headteacher's managerial effectiveness?

Alternative question for the h/t : how would you describe your managerial effectiveness?

Prompt

- Planning
- Decision making
- Communications
- Support
- Delegation
- Evaluation

8 How involved do you feel in the life of the school?

Alternative question for the h/t : how involved do you feel the staff are in the life of the school?

Prompt

- Planning
- Decision making
- Evaluation
- Social life

9 How well do staff interact in their everyday work?

Prompt

- As a team
- As an individual
- As a member of a discrete department

10 What role should parents have in the management of the school bearing in mind the proposals for the introduction of school boards?

11 Are there any other aspects which I've not covered?

Interview Schedule Teacher Perceptions of Management in the School

Codings for interview responses.

Date

1 (a) Your age

Tick

24 or under A

25 34 B

35 44 C

45 55 D

56 65 E

(b) Your sex (please circle)

(1) male, (2) female

(c) Position

Tick

Probationer

Unpromoted

APT

PT

AHT

DHT

HT

(d) Years at present school

Tick

0 - - - 5

_1__

6 - - 10

_2__

11 - 15

_3__

16 - 20

_4__

21 - 25

_5__

26 - 30

_6__

31 +

_7__

(e) Years in teaching profession

Tick

0 - - - 5

_1__

6 - - 10

_2__

11 - 15

_3__

16 - 20

_4__

21 - 25

_5__

26 - 30

_6__

31 +

_7__

(f) Subject expertise (please circle one)

(01) English, (02) Science, (03) Mathematics, (04) Social Science,

(05) Foreign Language, (06) Drama, (07) Religious Education,

(08) Art, (10) Physical Education,
(11) Technical Education, (12) Home Economics, (13) Outdoor Education,
(14) Computer Education, (15) Business Studies, (16) Primary Education,
(17) Classics, (18) Music, (19) Learning Support.

Qualitative Questions

2 Management Process in your school.

MGTDECIS

A Ht

B Senior Mgt Team

C Consensus

D Committee

E Other

MGTCOMM

F Effective

G Fairly effective

H Not effective

I Other

MGTSTYLE

J Autocratic

K Democratic

L Executive

M Laissez - Faire

N Other

3 What are the school aims?

AIMS

- A Don't know
- B Academic
- C Social
- D Total development of pupil
- E Other

FORMAL

- F Yes
- G No
- H Don't know

HOWDEC

- I Ht
- J Senior Mgt Team
- K Committee/working party
- L Not sure
- M Other

EVAL

- N No system
- O Exams/tests
- P Appraisal interview
- Q Staff meetings
- R study group
- S Other

4 How effective is the school administration?

INFCOMM

- A Effective
- B Fairly effective
- C Not effective
- D Other

SUPPFEED

- E Alot
- F Adequate
- G Not Effective
- H None
- I Other

5 Views on management

IDEALMAN

- A Interpersonal
- B Task/interpersonal
- C Task
- D Other

SCHBUSMGT

- E Accountability
- F People v profit
- G Don't know
- H Other

COUREAD

- I Many
- J Few
- K None

MANAGER

M No

N Yes

O Not sure

6 Personality in management

PERS

A Very important

B Important

C Fairly important

D Not important

E Other

7 Your headteacher's managerial effectiveness

HTEFF

A Interpersonal

B Balanced

C Task

D Unbalanced

E Nil

8 How involved do you feel in the life of the school?

INVOLSCH

A Very involved

B Reasonably involved

C Involved

D Not very involved

E As involved as I want to be

F Other

9 How do staff interact in their everyday life?

STAFFINT

A School team

B Dept team

C Individual

D Other

10 Role of parents in the management of the school?

PROLE

A Full involvement

B No involvement

C Don't know

D Some involvement

11 Any other aspects?

OTHER

Tables not appearing in the main text.

Chapter 5

5.1

Table 5.0A

Analysis by Gender

Category	M		F	
	no	%	no	%
Senior Team	38	46	47	40
Headteacher	22	26	30	26
Consensus	15	18	27	23
Committee	03	03	03	03
Other	06	06	09	08
Total	84		116	(200)

Table 5.1A

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
Senior Team	2	0	9	8	2	2	23	58
Headteacher	0	0	3	0	0	2	05	12
Consensus	2	0	0	0	0	0	02	05
Committee	1	0	0	0	1	0	02	05
Other	1	1	4	2	0	0	07	20
Total							39	

P & S

Category	OE	PE	FE	SS	LS	Total	
						no	%
Senior Team	3	7	4	7	2	23	70
Headteacher	0	0	0	6	0	06	18
Consensus	0	0	0	2	0	02	06
Committee	0	0	0	1	0	01	03
Other	0	0	0	1	0	01	03
Total						33	

S & T

Category	BS	TE	HE	M	SC	OE	Total	
							no	%
Senior Team	2	4	2	11	10	0	29	51
Headteacher	1	4	1	6	5	1	18	32
Consensus	0	0	1	3	3	0	07	12
Committee	0	0	0	0	0	0	00	00
Other	0	0	2	1	0	0	03	05
Total							57	

Primary

Category	Total	
	no	%
Senior Team	11	15
Headteacher	23	32
Consensus	31	43
Committee	03	04
Other	03	04
Total	71	(200)

Table 5.2A

Analysis by Promoted Post

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Senior Team	26	46	17	41	13	45	30	41
Headteacher	16	29	08	20	06	21	22	30
Consensus	07	13	08	20	08	28	19	26
Committee	03	05	02	05	01	03	01	01
Other	04	07	06	15	01	03	02	03
Total	56		41		29		74	(200)

5.2

Table 5.3A

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
Effective	3	0	4	4	1	4	16	41
F. Effective	2	0	9	4	1	0	16	41
N. Effective	1	1	2	2	1	0	07	18
Other	0	0	0	0	0	0	00	00
Total							39	

P & S

Category	OE	PE	FE	SS	LS	Total	
						no	%
Effective	2	1	1	7	0	11	33
F. Effective	1	4	2	4	2	13	39
N. Effective	0	2	1	6	0	09	27
Other	0	0	0	0	0	00	00
Total						33	

S & T

Category	BS	TE	HE	M	SC	OE	Total	
							no	%
Effective	1	3	4	6	6	1	21	36
F. Effective	2	5	1	9	9	0	26	44
N. Effective	0	0	1	4	2	0	07	14
Other	0	0	0	2	1	0	03	07
Total							57	

Primary

Category	Total	
	no	%
Effective	51	72
F. Effective	16	23
N. Effective	03	03
Other	01	01
Total	71	(200)

5.3

Table 5. 4A

Analysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
Executive	46	47	55	53
Democratic	07	07	04	04
Autocratic	05	05	06	06
Laissez-Faire	03	03	02	02
Other	40	41	36	35
Total	97		103	(200)

Table 5. 5A

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
Executive	3	0	12	6	0	3	24	61
Democratic	2	0	0	1	0	0	03	08
Autocratic	0	0	0	0	2	0	02	05
Laissez-Faire	0	0	1	1	0	0	02	05
Other	1	1	2	2	1	1	08	20
Total							39	

P & S

Category	OE	PE	FE	SS	LS	Total	
						no	%
Executive	1	4	2	7	2	16	48
Democratic	0	0	0	1	0	01	03
Autocratic	1	0	1	2	0	04	12
Laissez-Faire	1	0	0	2	0	03	09
Other	0	3	1	5	0	09	27
Total						33	

S & T

Category	SC	M	TE	HE	BS	OE	Total	
							no	%
Executive	10	8	3	3	0	0	24	42
Democratic	2	2	1	0	0	0	05	08
Autocratic	0	1	0	1	1	0	03	05
Laissez-Faire	0	0	0	0	0	0	00	00
Other	6	10	4	2	2	1	25	43
Total							57	

Primary

Category	Total	
	no	%
Executive	39	54
Democratic	02	02
Autocratic	03	04
Laissez-Faire	00	00
Other	27	38
Total	71	(200)

Chapter 6

6.1

Table 6. 0A

Analysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
Total Dev	39	40	39	39
Don't Know	22	23	27	26
Academic	09	09	06	06
Social	09	09	10	10
Other	18	19	21	21
Total	97		103	(200)

Table 6. 1A

Analysis by Gender

Category	M		F	
	no	%	no	%
Total Dev.	35	41	43	37
Don't Know	21	25	29	25
Academic	07	08	08	07
Social	06	07	13	11
Other	15	18	23	20
Total	84		116	(200)

Table 6. 2A

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
Total Dev	2	0	5	2	2	0	11	28
Don't Know	4	0	7	3	0	2	16	41
Academic	0	0	0	2	0	1	03	08
Social	0	0	1	1	1	1	04	10
Other	0	1	2	2	0	0	05	13
Total							39	

P & S

Category	OE	PE	FE	SS	LS	Total	
						no	%
Total Dev	0	4	1	6	1	12	36
Don't Know	1	1	2	6	1	11	33
Academic	0	1	1	0	0	02	06
Social	1	0	0	1	0	02	06
Other	1	1	0	4	0	06	18
Total						33	

S & T

Category	BS	TE	HE	M	SC	OE	Total	
							no	%
Total Dev	0	3	2	8	4	0	17	30
Don't Know	1	0	2	7	7	1	18	31
Academic	1	3	2	1	1	0	08	14
Social	1	0	0	2	1	0	04	07
Other	0	2	0	3	5	0	10	18
Total							57	

Primary

Category	Total	
	no	%
Total Dev	38	54
Don't Know	05	07
Academic	02	03
Social	09	13
Other	17	24
Total	71	

Table 6. 3A

Analysis by Promoted Post/Gender

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Total Dev	24	43	15	37	11	39	28	37
Don't Know	13	23	09	22	08	29	20	27
Academic	05	09	04	10	02	07	04	05
Social	04	07	05	12	02	07	08	10
Other	10	18	08	20	05	18	15	20
Total	56		41		28		75	(200)

Table 6. 4A

Analysis by Faculty/Promoted Post

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	prom		unp		prom		unp		prom		unp	
	no	%	no	%	no	%	no	%	no	%	no	%
Total Dev	7	30	4	25	8	40	4	31	8	30	9	30
Don't Know	8	35	8	50	5	25	6	46	6	22	12	40
Academic	2	09	1	06	1	05	1	08	6	22	2	07
Social	3	13	1	06	2	10	0	00	2	07	2	07
Other	3	13	2	13	4	20	2	16	8	30	2	07
Total	23		16		20		13		27		30 (129)	

Table 6. 5A

Analysis by Faculty/Gender

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Total Dev	4	27	7	29	7	39	5	33	12	33	5	24
Don't Know	6	40	10	42	4	22	7	47	11	31	7	33
Academic	1	07	2	08	1	06	1	07	5	14	3	14
Social	3	20	1	04	1	06	1	07	1	03	3	14
Other	1	07	4	16	5	28	1	07	7	19	3	14
Total	15		24		18		15		36		21 (129)	

Table 6. 6A

Analysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
Yes	63	65	57	55
No	17	18	24	23
Don't Know	17	18	22	21
Total	97		103	(200)

Table 6. 7A

Analysis by Gender

Category	M		F	
	no	%	no	%
Yes	54	64	72	62
No	16	19	25	22
Don't Know	14	17	19	16
Total	84		116	(200)

Table 6. 8A

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
Yes	6	1	10	8	1	2	28	72
No	0	0	2	0	2	0	4	10
Don't Know	0	0	3	2	0	2	7	18
Total	6	1	15	10	3	4	39	

P & S

Category	OE	PE	FE	SS	LS	Total	
						no	%
Yes	2	6	1	11	1	21	64
No	1	1	2	5	0	9	27
Don't Know	0	0	1	1	1	3	9
Total	3	7	4	17	2	33	

S & T

Category	BS	TE	HE	M	SC	OE	Total	
							no	%
Yes	1	5	3	14	8	0	31	54
No	0	0	1	5	4	0	10	18
Don't Know	2	3	2	2	6	1	16	28
Total	3	8	6	21	18	1	57	

Primary

Category	Total	
	no	%
Yes	46	65
No	18	25
Don't Know	07	10
Total	71	

Table 6. 9A

Analysis by School/Gender

Category	Gender/Primary				Gender/Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Yes	11	73	35	63	43	62	37	62
No	03	20	15	27	13	19	10	17
Don't Know	01	07	06	11	13	19	13	10
Total	15		56		69		60 (200)	

Table 6. 10A

Analysis by Faculty/Gender

Category	Faculty A & L				Faculty P & S				Faculty S & T			
	M		F		M		F		M		F	
	no	%	no	%	no	%	no	%	no	%	no	%
Yes	12	80	16	67	12	67	09	60	19	53	12	57
No	02	13	02	08	06	33	03	20	05	14	05	24
Don't Know	01	07	06	25	00	00	03	20	12	33	04	19
Total	15		24		18		15		36		21(129)	

Table 6. 11A

Analysis by Gender

Category	M		F	
	no	%	no	%
Not Sure	26	31	44	38
Committee	21	25	22	19
Headteacher	16	19	20	17
Senior Mgt	12	14	16	14
Other	09	11	14	12
Total	84		116	(200)

Table 6.12A

Analysis by Subject
A & L

Category	A	D	E	L	C	M	Total	
							no	%
Not Sure	2	0	6	6	1	1	16	42
Committee	1	0	1	1	0	0	03	08
Headteacher	0	0	4	2	1	1	08	21
Senior Mgt	3	0	3	1	0	0	07	18
Other	0	1	1	0	1	2	05	13
Total	6	1	15	10	3	4	39	

P & S

Category	OE	PE	RE	SS	LS	Total	
						no	%
Not Sure	1	4	2	6	2	15	45
Committee	1	2	1	0	0	04	12
Headteacher	1	0	1	6	0	08	24
Senior Mgt	0	1	0	3	0	04	12
Other	0	0	0	2	0	02	06
Total						33	

S & T

Category

	BS	TE	HE	M	SC	OE	Total	
							no	%
Not Sure	1	2	3	5	7	1	19	28
Committee	2	1	1	3	6	0	13	23
Headteacher	0	0	1	4	2	0	07	12
Senior Mgt	0	3	1	4	0	0	08	14
Other	0	2	0	5	3	0	10	18

Total 57

Primary

Category	Total	
	no	%
Not Sure	20	28
Committee	23	32
Headteacher	13	18
Senior Mgt	09	13
Other	06	08

Total 71 (200)

Table 6.13A

Analysis by Promoted Post/Gender

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Not Sure	15	27	11	27	11	38	33	45
Committee	13	23	06	15	08	28	16	22
Headteacher	13	23	10	24	03	10	10	13
Senior Mgt	09	16	10	24	03	10	06	08
Other	06	11	04	10	04	14	09	12
Total	56		41		29		74	

(200)

Table 6.14A

Analysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
No System	52	54	50	50
Exams/Tests	11	11	06	06
Staff Meetings	06	06	14	14
Appraisal	06	06	07	07
Study Groups	04	04	06	06
Other	18	19	20	20
Total	97		103	

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
No System	5	0	10	4	2	0	21	54
Exams/Tests	0	1	03	0	1	2	07	18
Staff Meetings	0	0	00	0	0	0	00	00
Appraisal	1	0	00	1	0	1	03	08
Study Groups	0	0	01	1	0	0	02	05
Other	0	0	01	4	0	1	06	15
Total	6	1	15	10	3	4	39	

P & S

Category	OE	PE	FE	SS	LS	Total	
						no	%
No System	3	3	2	6	1	15	45
Exams/Tests	0	0	2	3	1	06	15
Staff meetings	0	1	0	1	0	02	05
Appraisal	0	1	0	2	0	03	08
Study Groups	0	0	0	0	0	00	00
Other	0	2	0	5	0	07	18
Total						33	

S & T

Category	BS	TE	HE	M	SC	OE	Total	
							no	%
No System	2	5	5	15	11	1	39	68
Exams/Tests	0	1	1	01	00	0	03	05
Staff Meetings	1	0	0	00	00	0	01	02
Appraisal	0	0	0	03	02	0	05	09
Study Groups	0	0	0	01	01	0	02	04
Other	0	2	0	01	04	0	07	12
Total	3	8	6	21	18	1	57	

Primary

Category	Total	
	no	%
No System	27	38
Exams/Tests	02	03
Staff Meetings	16	23
Appraisal	02	03
Study Groups	07	10
Other	17	24
Total	71	

Chapter 7

7.1

Table 7.0A

Analysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
Interpersonal	54	56	49	48
Interpers/Task	01	01	02	02
Task	42	43	52	51
Other	00	00	00	00
Total	97		103	

Table 7.1A

Analysis by School/Gender

Category	Primary				Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Interpersonal	08	53	28	50	34	49	34	57
Interpers/Task	07	47	28	50	32	46	25	42
Task	00	00	00	00	02	03	01	02
Other	00	00	00	00	01	01	00	00
Total	15		56		69		60	(200)

Table 7.2AAnalysis by Promoted Post/School

Category	Primary		Unp		Secondary		Unp	
	Prom				Prom			
	no	%	no	%	no	%	no	%
Interpersonal	13	54	23	49	40	55	27	48
Interpers/Task	11	46	24	51	31	42	27	48
Task	00	00	00	00	01	01	02	04
Other	00	00	00	00	01	01	00	00
Total	24		47		73		56 (200)	

7.2Table 7.3AAnalysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
Don't Know	20	21	20	20
People v Profit	11	11	12	12
Accountability	11	11	06	06
Other	55	57	65	63
Total	97		103	

Table 7.4AAnalysis by Gender

Category	M		F	
	no	%	no	%
Don't Know	19	23	21	18
People v Profit	09	11	14	12
Accountability	09	11	09	08
Other	47	56	72	62
Total	84		116 (200)	

7.3

Table 7.5A

Analysis by Gender

Category	M		F	
	no	%	no	%
None	60	71	94	81
Few	19	23	20	17
Many	05	06	02	02
Total	84		116	(200)

Table 7.6A

Analysis by School/Gender

Category	Primary				Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Many	02	13	01	02	03	04	01	02
Few	03	20	10	18	16	23	10	17
None	10	67	45	80	50	72	49	82
Total	15		56		69		60	(200)

7.4

Table 7.7A

Analysis by Gender

Category	M		F	
	no	%	no	%
Yes	54	64	75	65
No	19	23	36	31
Not Sure	11	13	05	04
Total	84		116	(200)

Table 7.8A

Analysis by Primary/Secondary School

Category	Primary		Secondary	
	no	%	no	%
Yes	47	66	85	66
No	20	28	36	28
Not Sure	04	06	08	06
Total	71		129	(200)

Table 7.9A

Analysis by School/Gender

Category	Primary				Secondary			
	M		F		M		F	
	no	%	no	%	no	%	no	%
Yes	10	67	37	66	45	65	39	65
No	03	20	17	30	16	23	19	32
Not Sure	02	13	02	04	08	12	02	03
Total	15		56		69		60	(200)

Chapter 8

Table 8. OA

Analysis by Promoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
Very Important	58	60	56	54
Important	29	30	35	33
Fairly Important	06	06	08	08
Not Important	01	01	02	02
Other	03	03	03	03
Total	97		103	(200)

Table 8.1A

Analysis by Gender

Category	M		F	
	no	%	no	%
Very Important	52	62	62	53
Important	22	26	42	36
Fairly Important	04	05	10	09
Not Important	03	04	00	00
Other	03	04	02	02
Total	84		116	(200)

Table 8.2A

Analysis by Primary/Secondary School

Category	Primary		Secondary	
	no	%	no	%
Very Important	42	58	72	56
Important	24	35	40	31
Fairly Important	03	04	11	09
Not Important	00	00	03	02
Other	02	03	03	02
Total	71		129	(200)

Table 8.3A

Analysis by School/Promoted Post

Category	Primary				Secondary			
	Prom		Unp		Prom		Unp	
	no	%	no	%	no	%	no	%
Very Important	15	62	27	57	43	59	29	52
Important	08	33	17	36	21	29	18	32
Fairly Important	00	00	03	06	06	08	05	09
Not Important	00	00	00	00	01	01	02	04
Other	01	04	00	00	02	03	02	04
Total	24		47		73		56	(200)

Chapter 10

Table 10.0A

Analysis by Promoted Post/Unpromoted Post

Category	Promoted		Unpromoted	
	no	%	no	%
No Involvement	47	48	49	46
Some Involvement	40	41	47	46
Full Involvement	05	05	04	04
Don't Know	05	05	03	03
Total	97		103	

Table 10.1A

Analysis by Subject

A & L

Category	A	D	E	L	C	M	Total	
							no	%
No Involvement	5	1	8	4	2	1	21	54
Some Involvement	0	0	7	5	0	3	15	39
Full Involvement	1	0	0	0	0	0	01	03
Don't Know	0	0	0	1	1	0	02	05
Total	6	1	15	10	3	4	39	

P & S

Category	OE	PE	RE	SS	LS	Total no	%
No Involvement	3	2	2	10	0	17	51
Some Involvement	0	5	2	6	2	15	46
Full Involvement	0	0	0	1	0	01	03
Don't Know	0	0	0	0	0	00	00
Total	3	7	4	17	2	33	

S & T

Category	BS	TE	HE	M	SC	OE	Total no	%
No Involvement	0	2	5	9	9	1	26	45
Some Involvement	2	4	1	8	9	0	24	42
Full Involvement	0	1	0	1	1	0	03	05
Don't Know	1	1	0	0	2	0	04	07
Total	3	8	6	18	21	1	57	

Primary

Category	Total no	%
No Involvement	32	45
Some Involvement	33	46
Full Involvement	04	06
Don't Know	02	03
Total	71	(200)

Table 10.2A

Analysis by Promoted Post/Gender

Category	Promoted				Unpromoted			
	M		F		M		F	
	no	%	no	%	no	%	no	%
No Involvement	27	48	19	46	13	45	37	50
Some Involvement	22	39	19	46	12	41	34	46
Full Involvement	04	07	01	02	03	10	01	01
Don't Know	03	05	02	04	01	03	02	03
Total	56		41		29		74 (200)	

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